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International Education Exposure in Secondary Schooling: Impacting Academic Outcomes Among Urban Girls of Color

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LOYOLA UNIVERSITY CHICAGO

INTERNATIONAL EDUCATION EXPOSURE IN SECONDARY SCHOOLING:
IMPACTING ACADEMIC OUTCOMES AMONG URBAN GIRLS OF COLOR

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

PROGRAM IN CULTURAL AND EDUCATIONAL POLICY STUDIES

BY
TIFFINI ANDORFUL
CHICAGO, IL
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To young girls with silenced dreams. May your dreams be heard and felt.

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ABSTRACT

Existing literature reveals a gap in research on high school students of color studying abroad. Therefore, this study seeks to provide an understanding and explanation of how international educational travel experiences and global education impact the educational outlook of urban high school girls of color. This study proposes that a positive educational outlook including a student's academic engagement, educational aspirations, motivation, perception of the world, and self-efficacy can later generate school persistence and predict high school completion despite the increasing rates of minority female dropouts and the potential effects of race, class, and gender.

Through a qualitative case study and thematic analysis, this study focuses on eight urban girls of color enrolled in the Global Kids Program in Washington, D.C., which is a program dedicated to global education and youth development. Background surveys, interviews, and document analysis were used to explore this topic.

The findings of the study support the hypothesis, which suggests that although study abroad is a common positive experience for college students as well as upper middle class and wealthy high school students, urban girls of color may also reap numerous benefits from studying abroad. This study does not provide substantial evidence to support the long-term effects of global education and study abroad on the participants. However, it does suggest positive changes to girls' behaviors, attitudes, and views, including engagement and perceptions of the world, potential impact of the

experience, and the value of education. Emergent patterns include bullying, discrimination, exploration, and support in addition to unique experiences of girls from seemingly homogenous racial groups and girls with immigrant backgrounds. Also suggested are various factors necessary to ensure a positive academic outcome for urban girls of color. Overall, this study contributes new knowledge about urban high school students of color studying abroad as well as the role of socioeconomic status and race in shaping students' study abroad experiences. This study also implies the need for joint efforts to increase global education at the secondary level through programs similar to Global Kids.

CHAPTER ONE

STATEMENT OF THE PROBLEM

According to Rumberger (2011), 607,789 students dropped out of school in the United States during the 2008/2009 academic school year. The EPE Research Center (2010, June 10) estimated that 1.3 million students from the class of 2010 failed to graduate (p. 25). This estimate suggests that unfortunately over 7,000 students leave school each day (Rumberger, 2011, p. 1). Males have consistently accounted for a higher percentage of dropouts than females over the years. On average, 68% of males and 75% of females graduate (EPE Research Center, 2011, June 7, p. 1). However, graduation rates for minority males in particular are consistently near or below 50%, therefore representing the most frequent student dropouts (EPE Research Center, 2011, June 7, p. 2). Although graduation and dropout rates of boys of color have been a point of discussion, researchers have often overlooked girls of color in this discussion. The reason for this is because as mentioned, on average, females have higher graduation rates than males. Also, data shows that in comparison to boys of color, girls of color drop out of school at lower rates and graduate at much higher rates (EPE Research Center, 2007, June; EPE Research Center, 2011, June 7). Despite these findings, reports disseminated by institutions such as the National Women's Law Center (2007) suggest a different perspective. Its report asserted that girls were dropping out of high school at high rates as well. The National Women's Law Center (2007) stated that one in four girls overall did

not finish high school and that the number for girls of color was even higher (p. 5). Specifically, in 2007, the National Center of Education Statistics showed that when studies controlled for race, black females often had equal or higher dropout rates than black males. In 2007, black females ages 16 to 24 had a dropout rate of 8.8 and black males had a dropout rate of 8.0 (U.S. Department of Education, 2009, p. 15). The same trend appeared in subsequent years. Although, there are studies regarding girls' absence from schools, few studies distinguished between urban and rural areas. A study, which made this distinction, showed that rural areas in both the United States and less developed countries had higher instances of girls dropping out of school (Fine, 1991). Although this may be true, it does not negate the need for an examination of the issue in urban areas. Also, frequent studies showing higher dropout rates for boys than girls do not mean that girls are not dropping out of school. Both populations have relevant issues that warrant more study.

Evidence of minority girls' high dropout rates in urban areas, as well as other research on race, class, gender, and academic achievement, leads me to the issue of the educational outlook of urban girls of color. Below, I will discuss this concept further, explaining how my definition builds upon existing scholarship. I define educational outlook as one's attitudes, behaviors, and views as they relate to education. According to Rumberger (2011), attitudes and behaviors are two categories of individual factors predicting dropouts. He suggested that attitudes include goals, values, and self-perceptions. Among behaviors, Rumberger (2011) listed engagement and deviance. The work of Freire in the *Pedagogy of the Oppressed* (1970) informed my inclusion of views

reflecting critical consciousness in an educational outlook. I propose that a negative educational outlook may affect a student's persistence and school completion, therefore impacting a student's academic outcome and possible decision to drop out of school. Several authors researched educational aspirations of students and drew conclusions about the causes and effects of high and low aspirations (Kao & Tienda, 1998; Macleod, 1987; Mickelson, 1990; Qian & Blair, 1999). Kao and Tienda (1998) argued that attitudes including low aspirations were the result of race, gender, lack of access to opportunities, poverty, plus parents and teachers with low expectations. Others, such as Freire (1970), spoke to varying approaches to teaching and the effects on student academic outcomes. Freire (1970, 1979) presented the idea of problem-posing education and suggested that this form of education requiring reflection and reinterpretation of values, beliefs, and meanings led to critical consciousness. Often research used Freire's ideas alongside Mezirow's theory of transformative learning to suggest the positive effects of these processes on self-perception, worldviews, and academic outcomes. Despite differing views on what affects components of what I consider an educational outlook and academic outcomes, researchers agreed that attitudes such as aspirations influence outcomes (Kao & Tienda, 1998; Qian & Blair, 1999). For example, Macleod (1987) stated, "If students do not aspire to academic success, they are less likely to achieve it" (p. 2). Although I am not suggesting that academic outcomes are solely dependent on one's attitudes and behaviors toward education or his or her view of the world, I believe that this relationship is vital to research. It is also important to

acknowledge the lack of research on these topics as they relate to girls of color.¹ My personal experience as an African American girl growing up in Washington, D.C. in a single parent home also drove my interest in this topic. I experienced countless challenges at home and school. My mother was unable to further her education beyond high school due to giving birth to me at an early age and working a demanding work schedule. However, early on she did her best to instill in me the importance of education despite apparent educational inequalities. She did not have the money to enroll me in the top schools so I attended neighborhood public schools. I did well in comparison to my peers in elementary school and was able to participate in magnet programs at public middle schools and high schools. While in high school, I had a friend whose parents sent her to a Catholic parochial school. I immediately recognized the difference in the education she received. Her classes appeared to be more demanding and the school had an extensive list of programs available to its students. Not only did my friend have two lawyers as parents who gave her a wealth of knowledge at home, but her parents also sent her to various summer programs, enrolled her in cello lessons, and took her on international summer trips. During most of my summers, I worked as a lifeguard.

Now reflecting on my grade school years, I question what shaped my educational outlook. What experiences shaped my behaviors and attitudes? What experiences shaped my perception of self-efficacy and view of the world? Lastly, which experiences had a lasting impact on my academic outcome? Robinson (2007), author of *From the Classroom to the Corner* emphasized girls' educational experiences. She argued that girls

¹ Within the parameters of this study, girls of color are girls of races other than white. Despite girls of color not being minorities worldwide, "girls of color" and "minority girls" are used interchangeably in this study given the U.S. context.

who developed a negative view of education and chose to leave school did so because of a lack of encouragement, academic issues, and family structure (Robinson, 2007). I do not assume that these factors are the same for all girls of color across context, culture, and ethnicity. However, Robinson is one of few to study the specific reasons why girls of color choose to leave school. In her book, she researched the impact that schools, external organizations, and individuals could have on student decisions. Her study suggested that programs with people she called “community othermothers” (Robinson, 2007, p.192) could potentially have a positive influence on components of an educational outlook and academic outcomes. In earlier research, Collins (1990) defined “community othermothers” as African American women, often teachers who went beyond teaching skills (p. 191). Collins (1990) suggested that “community othermothers” formed relationships with African American girls and assumed personal accountability for their welfare and development (p.178, p. 191). In the same way, researchers supported the idea that programs which incorporated Freire’s idea of problem-posing education (1970, 1979) resulted in positive outcomes and the positive elements identified in my definition of an educational outlook (Steeves, 2006; Felten & Clayton, 2011). These elements included positive self-perceptions, positive aspirations, and new worldviews. Both ideas led me to further question the impact of programs designed for this population of students.

Some of the most impactful experiences of my grade school years included my involvement in extracurricular programs. In one program, I received tutoring from adults and peers, volunteered in my community, and participated in a dance team and choir.

This program gave me a sense of belonging and family within my school. Traveling outside of the United States for the first time was my most impactful experience. As I mentioned, I had a friend who traveled abroad countless times before graduating from high school. I always wondered what that experience would be like but never thought I would be able to travel due to finances. This opportunity presented itself during my sophomore year of high school. I had another friend who was African American and, surprisingly, had family in Luton, a town located outside of London in the United Kingdom. She planned to visit her family during the next summer and her mother invited me to travel with them. Although my mother had never left the east coast of the United States, she knew that I was intent on going and did everything she could to ensure I had the opportunity. That summer, I traveled to the United Kingdom. Up to now, I believe that trip was one of the greatest influences on my life. My experience abroad forever changed my perspective of the world and my future aspirations.

Although there are numerous programs that seek to improve the educational experiences and opportunities of minority high school students, international travel experiences are extremely limited. Students most commonly have international travel experiences with their families, through study abroad, or exchange programs. Study abroad opportunities occur through partnerships between schools and external providers such as IES Abroad or the Council of International Educational Exchange (CIEE), to name a few. These organizations allow students to earn academic credit for taking classes in other countries. A student may typically study in another country for one or two semesters. Exchange programs involve American students going to foreign countries to

live with families or foreign students coming to live with American families. Both programs are available for high school students and college students, although college study abroad and exchange programs are most common. Despite the availability of such programs, students of color, especially those with low socio-economic backgrounds, have limited access. From 2010 to 2011, black or African American college students represented 4.8% of study abroad participants, Hispanic or Latino college students represented 6.9% of study abroad participants, and white college students overwhelmingly represented 77.8% of study abroad participants (Institute of International Education, 2012). Although research acknowledged that the number of black or African American and Hispanic or Latino students in college is significantly lower than white students, with 14.3% of blacks and 13% of Hispanics enrolled in college versus 60.5% of whites enrolled in college in 2010, the number of black or African American study abroad participants was still significantly low (U.S. Department of Education, 2012, Table 237). Researchers and institutions alike discussed the numerous benefits of an international study experience recognizing it as a way to increase intellectual development, give students a different world view, lead to personal growth, discovery, and increased academic persistence (McKeown, 2009; Kauffman, Martin, Weaver, & Weaver, 1992; Ingraham & Peterson, 2004; Young, 2007). There are increasing efforts to encourage diversity in college study abroad programs. For example, I participated in a college program created to encourage minorities to study abroad and pursue careers in international affairs. Various international program offices within universities, such as Loyola University Chicago and the University of Minnesota, are also implementing

diversity initiatives to reach groups of students underrepresented in study abroad. IES Abroad is one study abroad provider with the same goal.

Holmes (2008) is one researcher who studied the benefits of international study and global awareness for African American college students, but there is little research specifically on females and high school students studying abroad and even less on urban girls of color studying abroad. Lack of access, among other reasons, makes it an uncommon occurrence for girls of color living in cities to gain global awareness or experience other forms of international education travel in high school. However, despite limited research on this topic, I propose that through international educational travel, urban girls of color may exhibit positive educational outlooks and positive academic outcomes similar to middle class and wealthy high school students and undergraduate students. It is due to unequal educational experiences of girls of color, my personal experiences, and the gap in research on international exposure of urban female high school students of color that I have chosen to focus my research on the potential impact international education travel and global education has on educational outlooks and academic outcomes of urban girls of color.

CHAPTER TWO

REVIEW OF LITERATURE

Review of Literature on Female High School Dropouts

This study began with an assumption that there were countless studies on urban girls of color. However, although there were studies that discussed this population, it became evident that the academic success of girls in comparison to their male counterparts silenced the voices of urban girls of color. This led to the exploration of research on minority female dropouts and components of minority female educational outlook. Among programs and opportunities that could possibly positively affect an educational outlook, this study explored international education travel experiences and global education programs. The effects of these experiences and the potential impact they could have on urban minority girls in particular were the focus of this study.

This chapter provides a discussion of literature on female high school dropouts, global education and international education travel, educational aspirations, expectations, attitude, engagement, and motivation. It also explains the conceptualization of the educational outlook construct. In the end, the purpose of this chapter is to reveal different perspectives on these interrelated topics to provide research guidance and fully define the research problem.

Who is Dropping Out of School?

A common thread through most research on dropouts is the agreement that those living in poverty are more likely to leave school before graduating (Fine, 1991; Rumberger, 1995). Authors such as Rumberger (1995) stated that socioeconomic status was a consistent predictor of school achievement and dropout behavior. In *Framing Dropouts*, Fine (1991) went a step further to say that low-income students disproportionately attended schools that were “dropout prone” (p. 23). Similarly, Rumberger (1995) addressed the issue of schools with more dropout occurrences in his discussion of contextual factors influencing dropout behavior. He stated that students from schools with high amounts of disciplinary problems were more likely to dropout (Rumberger, 1995). Neighborhoods often affect the school output since schools in neighborhoods of disadvantage also tend to have higher dropouts rates (Rumberger, 1995). Although researchers easily made the correlation between school dropouts and poverty, occurrences of dropouts in urban areas were less clear (Fine, 1991; Rumberger, 1995; Schargel & Smink, 2001). In earlier studies completed in New York City and Chicago public schools, urban schools were the focus. These studies found that 40% to 60% of students in urban areas leave school (Educational Development Center, 1990, p. 2).

Studies such as Dorn’s (1996) have regularly concluded that males are dropping out at a higher rate than females. Dorn (1996) argued that females vastly outnumbered males in graduating classes. In many instances, males enter the labor force before graduation (Dorn, 1996). However, Robinson (2007) was firm in stating that this was a common misconception. She stated that in actuality, males and females left school at the

same rates (Robinson, 2007). Studies and statistics from the National Women's Law Center (2007) and the U.S. Census Bureau (2011) revealed that rates indeed changed over time and that race, ethnicity, and geography had a vital effect on the statistics concerning gender differences in school leavers. Similarly, in a 2007 report from the National Center for Education Statistics, males were reported having higher dropout rates and lower completion rates than females overall, but the numbers changed when race was controlled. The data showed no difference in rates of Black and Asian/Pacific Islander male and females. In the case of Blacks, females age 16-24 actually had a higher rate of dropouts with 8.8% female versus 8.0% male (U.S. Department of Education, 2009, p. 18). Also, the 2010 Current Population Survey spanning from 1967 to 2009 shows that from 1989 to 2009, black females between the ages of 16 to 24 had higher dropout rates than black males ten of the years and black males had higher rates than females eleven of the years (U.S. Department of Commerce, 2010, Table 115). The data showed a difference of only one year during the span of a decade. These findings further support Robinson's (2007) claim and suggest that other researchers continue to overlook female dropouts despite dispelling the myth that males drop out at higher rates overall.

Consequences of Female School Withdrawal

The National Center of Education Statistics (NCES) noted the negative consequences of leaving school since the beginning of its study on high school dropouts in 1988 (U.S. Department of Education, 2009). The NCES noted that a large percentage of dropouts were unemployed, had worse health, and were in prison (U.S. Department of Education, 2009). Anderson and Pörtner (2011) stated that dropping out of school equates to lower human capital. Rumberger (2011) also addressed the matter of lower human

capital. According to Rumberger (2011), the low human capital of high school dropouts also reduces skills needed for U.S. economic growth and world competition. Researchers also agree that dropping out of school leads to decreased future income (Educational Development Center, 1990; Fine, 1989; National Women's Law Center, 2007; Rumberger, 2011). A high school graduate earns \$260,000 more than a high dropout during their lifetime (Rumberger, 2011). When looking at women of color, the consequences are even worse. This includes issues of gender and racial discrimination that women face following withdrawal from school (Education Development Center, 1990). Female dropouts of color are more likely to live in poverty than their male counterparts. In 1978, 62% of black female dropouts lived below the poverty line in comparison to 37% of black male dropouts (Fine, 1989, p. 25). In recent years, the numbers have not improved. Female dropouts on average live 7% below the poverty line while female graduates live 32% above the poverty line (National Women's Law Center, 2007, p. 8). Although data shows that both males and females drop out of school at high rates, this research suggests that the consequences for women are more severe.

Statistics show that female dropouts experience higher levels of unemployment and lower wages than their male counterparts as well. In 2006, 77% of male dropouts secured employment and only 53% percent of female dropouts secured employment (National Women's Law Center, 2007, p. 7). Again, these statistics worsen when race is considered. In 2009, 45% of black dropouts, ages 16 to 24, were unemployed in comparison to 29.2% of white dropouts (U.S. Census Bureau, 2011, p. 174). Current research suggests that due to a lack of employment opportunities, female school leavers are more likely to need government support and have a lack of access to health care

(National Women's Law Center, 2007). Robinson's work (2007) reveals that 70 to 80% of female prostitutes are school dropouts (p. 15). Because of more limited employment options, many run away and turn to prostitution (Robinson, 2007). Lastly, while fewer than half of female dropouts leave school due to pregnancy, following withdrawal they are more likely to become teenage mothers (National Women's Law Center, 2007).

Factors Influencing Students to Drop Out

The question then becomes why? Why are students dropping out of school? There is a consensus in the field that dropping out of school is not one occurrence but is a process. A student's decision to quit school is not the result of one day or one event. Lawton (1992) stated that it was important to reconceptualize the idea of a school dropout. Consequently, Dei (1996) asserted that the field should move away from thinking of the decision to dropout out as a phenomena defined by cause and effect. He went on to suggest that researchers and educational leaders alike should instead base theories concerning dropouts on students' descriptions of their own lived experiences. Dei (1996) then called for an analysis of the varied experiences students have inside and outside of school that may influence their decision to leave school. The inability of researchers to show a definite causal connection between any single factor and a student's decision to leave school supports Dei's argument and suggests a new way of thinking that does not assume that a correlation denotes causation (Dei, 1996). Similarly, Rumberger (2011) stated that instead of using the term "causes" (p. 6), researchers should use terms such as "predictors" or "influences" (p. 159) because they account for the ambiguity of the topic.

Although researchers often use different titles or names to group factors that influence students to leave school, similarities are apparent. For example, Roderick (1993) categorized reasons for dropping out by school related issues, economic issues, and pregnancy/marriage (p. 27). In a similar way, Schargel and Smink (2001) used three groupings that included “school-related reasons”, “job-related reasons”, and “family-related reasons” (p. 25). Robinson (2007) classified reasons by titles “push out” and “pull out” factors (p. 3). According to Robinson (2007), push out factors are reasons inside of school and pull out factors are reasons outside of school that may lead a student to drop out of school. Lastly, Rumberger (2011) suggested that there are individual factors and contextual or institutional factors. From his perspective, individual factors consist of educational performance, behaviors, attitudes, and background; institutional factors include families, schools, and communities. Each of his listed factors also included sub-factors such as retention, engagement, self-perception, goals, and demographic characteristics such as race, class, and gender (Rumberger, 2011). Despite the different titles and groupings of factors, the abovementioned researchers agreed that there were common dropout influences related to school and factors related to outside of school, such as family and work.

Female Dropouts

Although there is an extensive body of literature on factors influencing students to drop out of school, there is limited data and research on female dropouts. This research and data is relevant to my study because it helps to provide an understanding of the specific population of high school girls and factors potentially influencing their educational outlook, school persistence, and completion. Despite the lack of research,

certain authors addressed the topic including why females chose to leave school (Fine, 1989; Robinson, 2007). Robinson (2007) classified factors influencing females' decisions to drop out into two different categories. As mentioned previously, she referred to factors as push out factors and pull out factors. Push out factors involved in-school factors such as teacher-student interaction and pull out factors involved those related to family issues (Cole Robinson, 2007). Despite Robinson's classifications, previous research from Fine (1989) and the Education Development Center (1990) mentioned many of the same reasons. Robinson (2007) suggested that gender specific socialization taught girls to be passive and stray from career goals related to courses in math and science. As it relates to another factor, both Robinson (1997) and Fine (1989) agreed that a girl's relationship and interaction with educators played a large role in whether the girl remained in school to graduate. Therefore, each author separately suggested that a lack of attention in the classroom led to female withdrawal. The Education Development Center (1990) argued that males received more attention in class. It subsequently revealed a positive correlation between attention and achievement (Education Development Center, 1990). Concerning the topic of retention, Fine (1989) stated that 92% of the female dropouts she interviewed said that part of the reason they dropped out was because of retention (p. 28). Retention is when schools do not promote students to the next grade for failure to meet academic requirements and benchmarks. Similar to Fine's study, in a later study, Rumberger (1995) found that retention was the "single most dominant predictor" (p. 616) of dropping out among all students.

As mentioned, other reasons for females withdrawing from school involve what Robinson (2007) called pull out factors. These include family issues that may cause a

female student to leave school to take care of ill parents (Robinson, 2007).

Accordingly, she suggested that a student might also need to leave school to get a job to help support her family (Cole Robinson, 2007). Although teen pregnancy and marriage are reasons that girls leave school, Cole Robinson (2007) stated that only 40% of girls left school for these reasons (p. 4). Again, it is important to note that these numbers have changed over time. Similarly, Fine (1991) recorded teen pregnancy as a reason for 50% of young girls withdrawing from school (p. 22). In the end, Robinson (2007) argued that poverty, low parent educational attainment level, and a large number of siblings were larger predictors of female dropouts.

This discussion of dropouts and specifically female dropouts helped to inform my study. A review of studies and statistics regarding this population show the need to conduct further research on female dropouts with consideration given to the effects of race, class, and gender. The consequences of female school withdrawal show the grim possible effects for high school girls and suggest the urgency of interventions. It is necessary to understand this population of students because they represent the result we seek to avoid -- students with poor academic outcomes who lack persistence and do not complete school. The dropout predictors and factors that researchers found informed the definition of an educational outlook. The components of an educational outlook that are proposed, if positive, could lead to girls of color completing high school.

Review of Literature on Global Education and International Education Travel

Research provided by the above-mentioned authors affirms that girls of color are dropping out of school and further shows the importance of studying this population. It leads to a logical question concerning the future success and participation of minority

girls. As the world continues to grow increasingly more interdependent, there is a call for its citizens to become more aware of international affairs and their place within the international arena. If girls of color continue to experience academic obstacles, will they be able to answer this call? If minority girls have more exposure to international education experiences, perhaps they would exhibit behaviors, attitudes, and views that favor school persistence and completion.

Today, vast numbers of young Americans do not have basic knowledge of global affairs or cultures outside of the United States. They lack the global awareness necessary to be prepared for the global environment (McClellan, 2010). However, political leaders and education stakeholders recognize this deficit and the need for youth to be informed of international affairs. McClellan's research (2010) focused on an initiative called the National Coalition on Asia and International Studies in Schools. He stated that this coalition was working to improve the teaching and learning of international affairs, languages, and regions at the K-12 level. He also suggested that the work of this coalition was leading the way in efforts to increase global education since 2002 (McClellan, 2010). Although authors such as Carlsson-Paige and Lantieri (2005) would agree that global education is necessary, they stated that it was not visible in a large number of schools. It was especially less common in low-performing schools, which often had large percentages of students of color. Carlsson-Paige and Lantieri (2005) argued that schools were prioritizing test preparation instead of encouraging global perspectives and preparing students for the global environment. In some cases, secondary schools even removed their social studies courses (Carlsson-Paige & Lantieri, 2005). This implied that

in the event that students did not have exposure to global education at the K-12 level, they often first gained exposure in post-secondary institutions.

Another means to global awareness is international education travel or study abroad. After analyzing literature on academic preparation programs for urban students of color, literature revealed McClellan's (2010) argument that college was too late for youth of color to experience international education travel. Students most commonly have their first international education travel experience during college through a study abroad program. Despite this being the usual time that students study abroad, white college students' rate of study abroad participation surpasses that of minority college students. As mentioned in the previous chapter, from 2010 to 2011, black or African Americans represented 4.8% of study abroad participants. Hispanics or Latinos represented 6.9% of study abroad participants in comparison to white students representing 77.8% of study abroad participants (Institute of International Education, 2012). These numbers have varied with slight increases in recent years; however, college students of color remain underrepresented in study abroad (Institute of International Education, 2012).

Hayward & Siaya (2001) report on secondary school students' participation in international education travel programs. They surveyed 500 college-bound students who traveled outside of the United States. Sixty two percent of the 500 students traveled outside of the United States prior to enrolling in college (Hayward & Siaya, 2001, p. 251). Hayward & Siaya (2001) found that most of the students traveled with their families and one in four students traveled with a school group (p. 251). Despite a majority of the students having international exposure through travel, McClellan (2010) suggested that the experiences did not equate to international education travel. He did not

dismiss the possibility of educational value during family trips but suggested that structured programs through schools or other educational groups resulted in the most positive benefits related to academics and development at all educational levels (McClellan, 2010). Unfortunately, despite the recognition that international education travel, like global education, is beneficial for secondary school students, including urban students, there is a lack of data on high school student participation in such programs. This especially refers to participant data specific to race and ethnicity. Attention is often, if at all, on underrepresentation in study abroad at the post-secondary level. Steves (2012) reminded his readers that if students from low socioeconomic backgrounds continuously had limited opportunities to study abroad, there would be a “global divide” (p. 1) between those with global education experience and those without.

Given the changes in our world, Carlsson-Paige and Lantieri (2005) suggested that it was the school’s responsibility to prepare today’s youth to see beyond their neighborhood and community and see themselves as part of the world. In other words, they called for schools to help to cultivate a global consciousness in students. Phillips and Schweisfurth (2008) also encourage the growth of global education. They first stated that the terms global education and global citizen education were often used interchangeably. They then suggested that global education helped to instill in students an international perspective where they felt as if they were a part of the world and shared responsibility for others. In doing this, Phillips and Schweisfurth (2008) believed that certain skills, attitudes, and behaviors were also objectives. The objectives included learning to communicate interculturally, analyze critically, challenge placement in world, and examine conflicts while seeking resolutions. These authors also believed that students

should develop attitudes of empathy for people representing cultures other than their own and an awareness of social justice (Phillips & Schweisfurth, 2008). Overall, if implemented properly, global education would include authentic experiences that engage the whole student. Students would not only use their minds but would emotionally connect to the lessons and experiences.

Davies and Pike (2009) also addressed components of global education. They stated that global education involved global connections and interdependence, global systems, global issues and problems, cross-cultural understanding, human beliefs and values, as well as a greater understanding of choices for the future (Davies and Pike, 2009). These authors affirmed the importance of global education to today's youth as it provides knowledge, skills, and attitudes necessary for their future. This research also connects to the construct of an educational outlook as global education may not only impact the attitudes of students but also their behaviors and views.

In the same way, authors support international education travel and study abroad programs for students. In a recent NAFSA posting, Steves (2012), travel writer for USA Today stated, "study abroad is a necessity, not a luxury" (p. 1). He suggested that the world was more global than ever and required a new generation of leaders who were prepared to be active in the world (Steves, 2012). This leads to the discussion of study abroad. Like global education, authors such as McClellan (2010) suggest numerous benefits to study abroad experiences. This study focuses on the following benefits: intellectual development, improved perception of the world, personal growth, and academic persistence. The focus lies on these benefits due to a consensus in literature, the connection of these benefits to the concept of an educational outlook, and research

supporting the idea that these factors have positive correlations to school completion.

An article by McKeown (2009) suggested that students experience intellectual development from studying abroad. McKeown (2009) went on to state that students experience a permanent development that does not allow them to revert to less intellectual ways of thinking. He argues that students begin to think and question more critically (McKeown, 2009). Others such as Kauffman, Martin, Weaver, and Weaver (1992) stated that students often changed their career plans and college major following study abroad and experienced improvements to their academic performance alongside the critical thinking. Research also supports the idea that like college students, high school students also experience intellectual development after international education travel. McClellan (2010) provided this support through his study when he stated that high school programs often influence students' decisions and choices after high school. The Michigan Association of Secondary School Principals (1967) would agree and through its study revealed the effects of international education travel in the form of student exchange programs on high school participants' educational development. They also provided evidence that secondary students may return with stimulated interests in world languages as well as a better understanding of the U.S. economic system, government, and educational systems of other countries. Also related to high school students, Bachner and Zeuschel (2009) found that in the end, high school exchange students experienced cognitive changes, applied what they learned, and influenced others. This research supports the hypothesis of this study.

The development of a new perspective on the world relates to the study abroad benefit of intellectual development. Researchers within the field agree that students make

discoveries during international study (Holmes, 2008; McKeown, 2009; Younes & Asay, 2003). They agree that students develop a different view of the world, a similar effect of global education. In “The World as a Classroom: The Impact of International Experiences on College Students,” Younes and Asay (2003) asserted that international study experiences gave students a means to contextualize world events and determine their future responsibilities as global citizens. They went on to say that international study provided students an opportunity to “break away from their personal and cultural boundaries and change the way they view the world” (Younes & Asay, 2003, p. 141). In a study on African American college study abroad participants, Holmes (2008) provided evidence that noted positive experiences and new perceptions of the world among African American study abroad participants. Similarly, Picard, Bernardino, and Ehigiator (2009) stated that minority study abroad participants were able to see the world outside of their experiences. They learned to adapt to unfamiliar circumstances and show concern for others (Picard, Bernardino, and Ehigiator, 2009). McKeown (2009) argued that this new perspective could be a new worldview in addition to a new realization that contexts and experiences in different settings influence knowledge. Others such as Kauffman et al. (1992) assert that a worldview involves a personal perception of “what is and how it is” (p. 140). Although there are few studies on high school student experiences with international education travel, in a study on the ongoing effects of international youth exchange, Bachner and Zeuschel (2009) found that high school students experienced a heightened international perspective, as proposed in this study.

In a similar way, existing literature presents Freire’s (1970) idea of conscientization and the later transformative learning theory introduced by Mezirow

(1991). Both ideas suggest a change of perceptions and thought paradigms. The ideas are in essence processes of becoming critically conscious of the world (Hoff, 2008). In Freire's (1970, 1979) critical pedagogy of problem posing education, the ultimate goal is conscientization, an awakening of critical awareness or consciousness. The goal of critical consciousness is the joining of self-reflection and knowledge to evoke critical awareness of difference and privilege (Freire, 1970; Freire, 1979). It is through this style of learning that students become more aware of their relationship to hegemony and oppression (Che, Spearman, & Manizade, 2009). The result of the development of critical consciousness then includes an increased ability to analyze problems, openness to different points of view, and an acknowledgment of responsibility in problems concerning other people (Freire, 1979). As mentioned, Freire's (1970, 1970) concept of critical consciousness often couples with Mezirow's (1991) concept of transformative learning. Conscientization or the development of critical awareness is an identified type of transformative learning (Mezirow, 1991). Different yet similar to Freire, Mezirow (1991) stated that transformative learning involved a change in the understanding of meanings. Mezirow (1991) suggested that one aim of transformative learning was to assist learners in learning to "negotiate meanings, purposes, and values critically, reflectively, and rationally instead of passively accepting the social realities defined by others" (p. 3).

Interestingly, individuals often evaluate the educational value and outcomes of international education and service learning programs through the theories of Freire and Mezirow. Their theories are used to determine whether participants experience transformative learning and personal growth. In many cases, international education

travel incorporates service learning. For example, Steeves (2006) conducted a case study on the educational value of the University of Oregon's School of Journalism and Communication's international internship program in Ghana. Findings from the study revealed that students experience transformation by leaving their comfort zones in the United States. After the interns overcame initial culture shock and preconceived impressions, they were able to replace their judgments with respect for the culture and begin to create solutions to recognized dilemmas (Steeves, 2006). In the same way, Felten and Clayton (2011) addressed the transformative effects of service learning programs. They stated that service learning has a "small yet significant effect on college students' personal, academic, and social outcomes" (Felten & Clayton, 2011, p. 77). They also suggested that there was increasing evidence of the impact on behavior and engagement (Felten & Clayton, 2011). Similar to ideas of Freire's problem posing education, Clayton and Ash (2004) suggested that service learning could transform students' perspectives of themselves and the world. Overall, researchers argued that students often return from international education travel experiences as different people and look at the world with fresh eyes, through a new set of lenses for seeing the world and have new views of their place in it (Kauffman et al., 1992, p. 142; Eyler & Giles, 1999, p. 129). This research suggests that service learning challenges identities and challenges students to produce their own knowledge instead of accepting what they hear. In addition, this research on the potential impact international education travel has on the development of a new world perspective speaks not only to academic outcomes but to the way a program's methods can influence perspectives as well.

In addition to intellectual development and a new worldview, personal growth is also a commonly noted benefit of study abroad experiences at all educational levels. Ingraham and Peterson (2004) revealed the results of a study conducted at Michigan State University. The purpose of the study was to determine the impact of study abroad programs. Both faculty and student responses showed a large impact on student growth. Nearly all faculty members noted increased confidence and self-reliance in students. Faculty members also saw a desire in students to travel abroad more. Students involved in Ingraham and Peterson's study (2004) stated that they experienced improvements in their problem-solving skills and development skills. One student's comments read, "I went to learn about academics but I came away learning about myself" (Ingraham & Peterson, 2004, p. 94). Ingraham and Peterson (2004) argued that the personal growth students experienced after studying abroad was in part due to the actual international experience but also a result of consistent small group learning in a new setting. A student affirmed this argument and suggested that being outside of their normal immediate environment enabled students to have a clear perception of themselves and their values (Ingraham & Peterson, 2004). McClellan's study (2010) that suggested early programs such as international education travel programs often influenced high school students' decisions post travel, further suggests that these things would hold true for high school students of color who have the opportunity to leave their neighborhood contexts and experience international study.

Lastly, research shows a positive correlation between study abroad programs and persistence. Young (2007) conducted a study to determine the relationship between persistence and participation in study abroad programs at the University of Dallas. Her

study revealed a statistically significant correlation between the two variables (Young, 2007). As in post-secondary education, secondary education in the United States faces the issue of retention (Ingraham & Peterson, 2004; Rumberger, 2011). Ingraham and Peterson (2004) state that attrition decreases through an increase in student involvement and an increase in school integration equates to an increase in commitment to a school and eventual school completion. School integration, student involvement, and engagement all relate to the idea of school persistence. Although there is a vast amount of research on study abroad experiences as displayed in this review of literature, Young (2007) affirmed that few discuss persistence and school attrition as they relate to international study. On the other hand, there is evidence that high school programs or college preparatory programs such as international education travel programs can and often do influence high school graduation and choices after high school including post-secondary enrollment (McClellan, 2010). Although limited, this research suggests that programs embodying certain components may be able to influence academic outcomes including school persistence and school completion.

*Review of Literature on Educational Aspirations, Expectations,
Attitudes, Engagement, and Motivations*

Following the reviews of literature on female dropouts and international exposure, it is now necessary to address factors that researchers identify as detrimental to academic outcomes. Authors have researched what I refer to as components of an educational outlook in numerous ways including discussions and theories of attitudes, aspirations, expectations, engagement, and motivation. I seek to review ways in which others have

conceptualized these factors and determine whether students of color and females in particular reflect any differences in existing studies.

Educational Aspirations and Expectations

The researchers discussed in this section conducted studies to understand how students' educational aspirations develop and whether they remain over time. Kao and Tienda (1998), authors of "Educational Aspirations of Minority Youth," stand apart because they represent two researchers who conducted a study on the educational aspirations of minority high school students. Kao and Tienda's research (1998) revealed other ideas about educational aspirations. One view holds that educational aspirations reflect a state of mind that motivates students to strive for success in school (Kao & Tienda, 1998). Cooper (2009), another researcher stated that it was important for students to develop aspirations for college because it was unlikely that students would achieve what they did not dream. She also stated that there were three points along the path to college and the first was college aspirations (Cooper, 2009).

Although these are shared ideas regarding aspirations, the following authors, including Cooper (2009), argued that educational aspirations were more reflective of students' current circumstances. Cooper (2009) stated that aspiration research typically followed sociological frameworks such as status-attainment, cultural capital, and social capital. Following these frameworks suggests that one's position in society, cultural resources, and resources from social relations shape his or her educational aspirations. Authors including Alexander and Cook (1979) and Jencks, Crouse, and Meuser (1983) suggested a link between educational aspirations, socioeconomics and material resources. Instead of aspirations shaped by a state of mind, these authors believed that the material

resources available to a student were the determining factors of his or her plans for the future (Alexander & Cook, 1979; Jencks, Crouse & Meuser, 1983). Cooper (2009) also conducted a study on the formation and stability of educational aspirations. She argued that aspiration research was in need of an economic approach due to student responses regarding the negative impact college costs had on college aspirations (Cooper, 2009). Her argument suggests that students have low educational aspirations because they think college is unaffordable and therefore unattainable. Educational aspirations therefore become more about feasibility and realism than a sole desire or drive to achieve as in the status-attainment model. Considering feasibility may include an economic assessment of what certain actions would cost alongside their benefits. In the end, these authors argue that evaluating one's future possibilities in this way may lead to low educational aspirations.

Among research on aspirations is the discussion of expectations. Although Kao and Tienda (1998) chose to measure educational aspirations as one's plan for their future, Hanson (1994) chose to dissect the idea further. Hanson (1994) stated that early expectations involved the education that individuals expect to achieve while aspirations involved the education they hope to achieve. As with Mickelson (1990), Hanson (1994) argued that aspirations and expectations differed because expectations were the result of one's knowledge of the real world. This theory holds that although everyone may have a desire to be successful, individuals in different places within society may have different expectations of their chances of success (Hanson, 1994).

The distinction between aspirations and expectations is directly in accord with another aspect of what is considered to be one's educational outlook -- a student's

attitude toward education. The attitude-achievement paradox, in particular, is but one idea resulting from research on attitudes toward education (Mickelson, 1990). Mickelson (1990) believed that a paradox lies in the fact that minorities had poor levels of achievement but positive attitudes toward education. Later Mickelson (1990) found that the reason for positive attitudes might be due to the common consideration of abstract attitudes instead of concrete attitudes. She explained abstract attitudes as attitudes that mirror the dominant ideology. These attitudes share hopes of upward mobility and success through education. On the other hand, concrete attitudes reflected the available opportunities in the student's environment. For example, if youth witnessed adults who were important in their lives struggling with money, jobs, and education, their attitudes toward these things might be negative as a result (Mickelson, 1990). Since the discussion of the attitude-achievement paradox, authors such as Downey, Ainsworth, and Qian (2009) offered competing explanations and questioned the validity of findings that showed minority students' optimistic attitudes. These authors argued that the record of optimistic attitudes might reflect researcher's inability to realize that minorities may deceptively present themselves positively during interviews or through surveys. These authors also suggested that during their study, "black" students shared negative information about their attitudes toward school and behaviors in school (Downey, Ainsworth & Qian, 2009, p. 2). They also forwarded the idea that "blacks" faced challenges including disadvantages in socioeconomic status, family structure, and neighborhood resources that made it difficult to convert attitudes to achievement (Downey, Ainsworth & Qian, 2009).

Attitudes

In contrast to the abovementioned explanations, Hanson (1994) and Strand and Winston (1998) agreed with the idea of the attitude-achievement paradox. Hanson's study (1994) affirmed the inconsistency between attitudes and aspirations of young black men. Hanson (1994) found that young black men and young white men had similar plans and aspirations to attend college; however, the college attendance of young black men decreased despite their consistent aspirations. In the Longitudinal Study of Young People in England, Strand and Winston (1998) also discussed the attitude-achievement paradox. They found that although black African, Pakistani, and Bangladeshi youth had high aspirations, they also had the lowest educational attainment at age 14 (Strand & Winston, 2008). As a result, Strand and Winston (2004) accepted the ideas of the abstract and concrete attitudes. They argued that a students' abstract attitudes were high because they believed in the value of education but students' concrete attitudes were low because they witnessed unequal outcomes from education within their families and communities (Strand & Winston, 2008).

Engagement and Motivation

Building from the attitude-achievement paradox, Shernoff and Schmidt (2008) went a step further to suggest an engagement-achievement paradox. First, they stated that research showed both a negative and positive relationship between engagement and achievement. They explained results of their research that showed higher school engagement among minority students than white students. The study showed white students with lower engagement and higher achievement. On the other hand, minority students had higher engagement and lower achievement. One suggested reason for the

imbalance was that white economically privileged students might see school as confining and less interesting, therefore leading to lower perceptions of engagement in school (Shernoff & Schmidt, 2008).

Motivation was another explored component. Gottfried, Gottfried, Morris, and Cook (2008) conducted a longitudinal study on academic intrinsic motivation and educational outcomes. The purpose of the study was to provide evidence to support the notion that low academic intrinsic motivation was a risk factor of academic outcomes of achievement, motivation, classroom functioning, intellectual performance, self-concept, and post secondary educational accomplishments over time (Gottfried et al., 2008). Gottfried (1985, 1986) specifically argued that things including an enjoyment of learning, orientations toward mastery, curiosity, persistence, and learning challenging tasks illustrated academic intrinsic motivation. Gottfried et al. (2008) argued that in the end, there would be a chain effect between academic intrinsic motivation and outcomes including low academic achievement, school retention, dropout, and less school engagement. Therefore, these authors suggested that high levels of academic intrinsic motivation were subsequently connected to higher academic achievement, classroom adaptation, a positive self-perception, and lower academic anxiety. The results of Gottfried et al. (2008) showed that youth with very low academic intrinsic motivation had a long history of academic competence and performance in the abovementioned areas over time. In addition to these results, Gottfried et al. (2008) additionally concluded that academic intrinsic motivation was also related to surrounding environments and their ability to encourage and support the development of intrinsic motivation and stimulate intellectual interests. They went on to suggest that if youth did not receive the support

they needed from schools to develop their academic motivation, they relied on their parents, peers, homes environments, or extracurricular activities. The authors made it a point to note that often times students do not have these types of resources available to them outside of school. Gottfried et al. (2008) end by stressing the importance of this topic and emphasizing the need for early identification and prevention of the number of students who become motivationally at risk. They called for interventions that focused on challenges, intellectual stimulation, joy in learning, and increased student mastery (Gottfried et al., 2008).

The Influence of Race, Class, and Gender

Although I agree with the previously mentioned authors who recognized educational aspirations, expectations, engagement, attitudes, and motivation as vital to educational achievement, I also believe that it is important to acknowledge how race, class, and gender influence these components of an educational outlook. Kao and Tienda (1998) argued that racial and ethnic differences in educational aspirations echoed the socioeconomic inequities among minority and nonminority students. Downey, Ainsworth, and Qian (2009) went a step further to say that these inequities were apparent in students' living conditions. Downey, Ainsworth, and Qian (2009) argue that residential segregation was a factor that led to limited exposure to "strategic cultural resources" (p. 1). In Downey et al. (2009) suggested that these resources were ones capable of positively influencing school achievement. They also suggested that certain skills and habits might not develop and school choice might not be an option for working class minorities (Downey, Ainsworth & Qian, 2009). As mentioned in the discussion of motivation, Gottfried, Gottfried, Morris, and Cook (2008) spoke to the limited resources

that many students have outside of their schools that would assist in their development of academic intrinsic motivation and later academic outcomes. The blocked opportunities framework further affirms points made by these authors. This framework suggested that there were structural barriers to certain resources. Downey, Ainsworth, and Qian (2009) argued that the structural barriers along with cultural beliefs and practices created differences in educational aspirations along racial and ethnic lines. This discussion of accessible resources relates to this study on urban girls of color given the common lack of resources in many urban schools serving minorities.

Mickelson (1990) also speaks to experiences of children of minority and/or working class adults. She argued that race and class, in ways similar to educational aspirations, affected attitudes. She stated that limited opportunity affected students' efforts in school. Mickelson (1990) argued that the attitudes that these students developed toward education were a result of race, class, gender, and disparities in the way opportunity was structured in society. Mickelson (1990) further concluded that minority students had more pessimistic concrete attitudes toward education because they did not see educational success as realistic. She argued that these attitudes were race and class specific due to youth often seeing adults in their "lived culture" experiencing little success in education (Mickelson, 1990, p. 46).

Although there is research on racial and socioeconomic differences in educational aspirations, according to Kao and Tienda (1998), there is little research on gender differences in educational aspirations. One of the few is a study by Fordham (1996) that highlights differences in African American males' and females' educational motivations and ideologies. Fordham (1996) suggested that while both genders were aware of limited

opportunities for success due to race, African American girls were more likely to ignore the lack of opportunities. Fordham (1996) stated that African American girls therefore ignored discrimination more successfully than their male counterparts and were able to continue in their education. In another study focused on race and gender, Hubbard (1999) concluded that minority girls did well academically because their surroundings shaped their attitudes. She therefore suggested that girls of color were encouraged to do well by their parents and silently encouraged by women of color without high levels of educational attainment struggling economically. Hubbard (1999) believed that a parental push was due to research that showed minority women were among the most likely to live in poverty. This suggests that minority girls saw education as a vehicle to escape poverty and therefore had more motivation to do so. Continuing in the discussion of minority girls, Romo, Kouyoumdjian, and Lightfoot (2008) addressed factors influencing the goals and sexual behaviors of Latina girls. They found that academic motivation, particularly from parental support, played a vital role in the sexual behavior and educational goals of Latina girls (Romo et al., 2008). Degarmo and Martinez (2006) echoed the findings of Romo et al. Degarmo and Martinez (2006) found that high levels of social support predicted high levels of academic success and low levels of school dropouts amongst Latino youth in grades 6 through 12. Although Romo, Kouyoumdjian, and Lightfoot's findings (2008) mirror those of Degarmo and Martinez (2006), Romo et al. (2008) also suggested that in relation to girls, increasing their expectancies of educational success and providing support of their efforts might also impact their sexual health behavior and academic outcomes. Overall, the research in this section suggests that

race, class, and gender may have an adverse effect on proposed components of a minority girls' educational outlook and their ultimate academic outcomes.

Conceptualizing an Educational Outlook

In the existing literature on factors influencing academic achievement and outcomes, previously mentioned authors highlighted educational aspirations, expectations, attitudes, engagement, and motivation. These factors intersect with predictors of dropout behavior identified in literature on high school dropouts. Again, researchers such as Rumberger (2011) considered behaviors and attitudes to be predictors of dropping out of school. According to Rumberger (2011), behaviors include but are not limited to engagement and deviance. Attitudes include psychological factors such as goals, motivation, values, and self-perception. Similarly, in "Engagement and Dropping Out of School: A Life Course Perspective," Audas and Willms (2011) stated that behavior and engagement were among the most important predictors of school dropouts. These ideas regarding factors influencing academic achievement as well as dropouts worked together to create my idea of an educational outlook. In considering the review of literature, the similar references comprise components of an educational outlook for the purposes of my research. An educational outlook is defined as one's attitudes, behaviors, and views as they relate to his or her education. An educational outlook has three axes including attitudes, behaviors, and views. Again building on above-mentioned literature, within this construct, attitudes include engagement and deviance. Behaviors include goals (aspirations and expectations), motivation and values. Views include one's perception of his or her skills and abilities/self-efficacy and his or her perception of the world. With the exception of deviance, a person may have positive attitudes, behaviors, and views that

result in a positive educational outlook. Deviance as defined by Rumberger (2011) includes teen parenting. This behavior would be negative in order to result in a positive educational outlook. This study proposes that these factors in turn impact one's academic outcome.

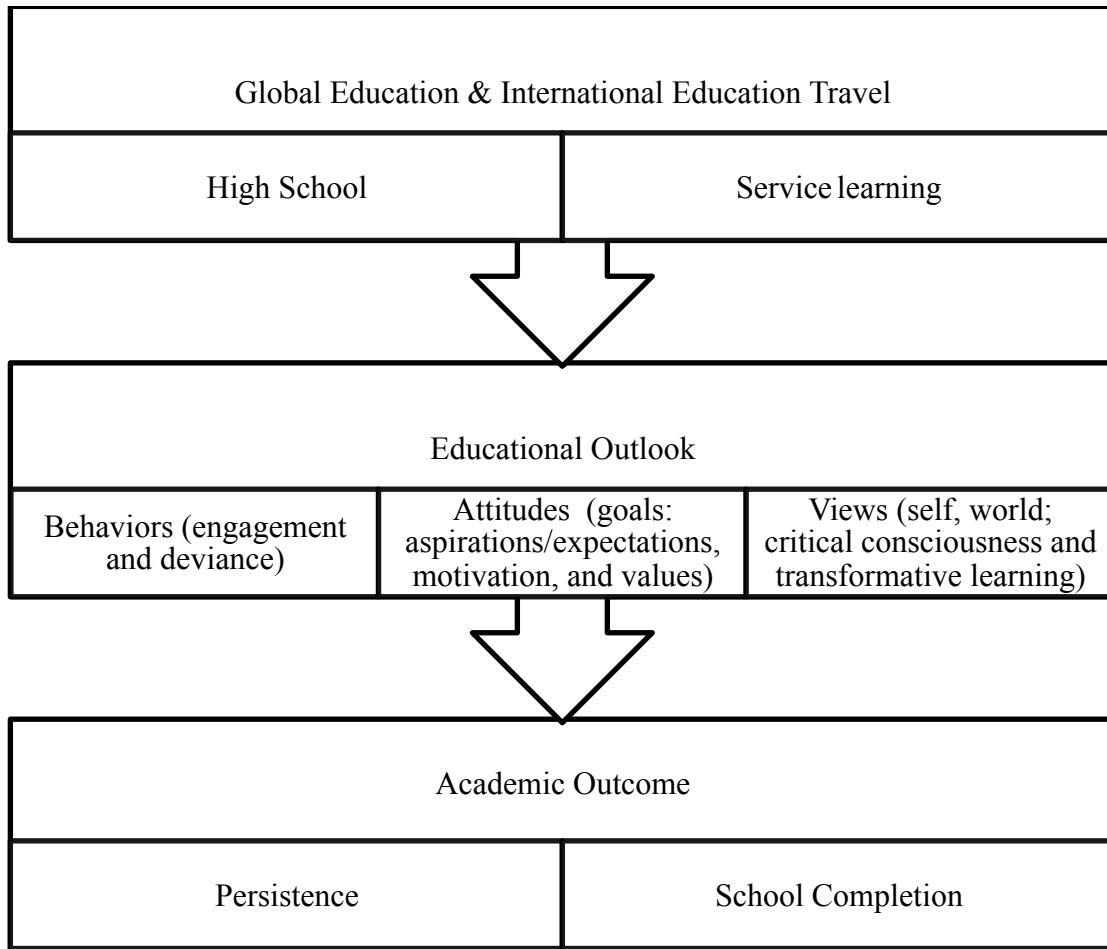


Figure 1. Proposed Sequence of Effects

The common threads within existing research create the categories within an educational outlook. The category of “views” is a compilation of self-perception and

one's perspective of the world outside of his or her immediate environment. This component derives from benefits and outcomes of global education and study abroad identified within current scholarship. Previously mentioned research suggested that international study experiences, especially those incorporating service learning, served as tools of transformative learning and resulted in critical consciousness and positive academic outcomes. Not only did existing study abroad scholarship suggest that a new perspective of the world resulting from an international education travel experience had a positive correlation to academic outcomes, scholarship also highlighted other benefits that intersect with factors identified in above-mentioned research. These benefits included intellectual development, persistence, and personal growth including self-perception and goals. This study builds on these benefits to create the concept of an educational outlook. With the inclusion of this concept, this study proposes that programs focusing on global education and international education travel may lead to an educational outlook that generates positive academic outcomes including high school persistence and school completion. Both study abroad and service learning literature suggested that elements identified as part of an educational outlook were at play in international education travel outcomes.

Summary

Through a discussion of school dropouts, research revealed the recent history of minority girls' education. In addition to this topic, research revealed support of global education as well as international education travel experiences as vehicles for increased learning and development of students. In the end, literature also showed different perspectives on components of an educational outlook. The literature suggested how

educational aspirations and attitudes reflected educational outcomes of students. The purpose of this study is to draw a connection between these components. This study seeks to capture the experiences of high school girls of color living and attending schools in urban areas. The study will involve the gathering of accounts of the girls' international education travel experiences in an effort to determine if they affect their educational outlooks. This study fills a gap in literature in the following ways: (1) It gives voice to minority girls, a population often overlooked given the general perception of their academic success; (2) It allows minority girls to describe their lived experiences and what affects their academic outcomes; and (3) It draws a connection from their academic outcome and educational outlook to their experiences with global education and international education travel. Despite the exhaustive body of literature on undergraduate experiences of study abroad, there is little on the experiences of high school students studying abroad or having other international education travel experiences. Holmes (2008) called for research on the study abroad experiences of high school students and this particular study will provide a new dimension to existing literature. This study seeks to provide educators and program leaders with evidence of whether international education travel programs and global education help high school girls of color shape their education outlooks and renegotiate their academic outcomes despite societal inequalities.

CHAPTER THREE

METHODOLOGY

Research Questions

In order to investigate the research problem, this study has the following primary research question: (1) How do experiences in global education and international

education travel shape the educational outlook of urban high school girls of color?

Secondary research questions include: (2) What do urban high school girls of color learn in global education and international education travel programs, and to what extent do their learning experiences result in transformative learning? (2a) What role do program leaders play in impacting academic outcomes of urban high school girls of color?

Overview of Study

The purpose of this study was to reveal how international study experiences and global education affected the educational outlook of urban minority girls. A qualitative case study design and thematic analysis were used to explore this topic and the additional research questions displayed above. Researchers such as Audas and Willms (2011) argued that qualitative research was the only means to “understand how youth engage with schools” (p. 7) and develop motivation and values. Similarly, Rumberger (1995) argued that qualitative studies best captured factors including culture and were vital to developing better understandings of differences in ethnic groups as it relates to school completion. Through a qualitative case study, the aim was to provide an understanding

and describe the lived experiences of urban minority high school students who had the rare opportunity to study abroad. In Yin's *Case Study Research: Design and Methods* (1994), he defines a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomena and context are not clearly evident" (p. 13). On the other hand, Woodside suggested that the definition of case study was much less restrictive. Woodside (2010) stated that a case was an inquiry focused on "describing, understanding, predicting and/or controlling the individual" (p. 1). In his design, the individual is the case and may be a "process, animal, person, household, organization, group, industry, culture or nationality" (Woodside, 2010, p. 1). Woodside's (2010) main opposition to Yin (1994) was his view that case study research need not be limited to the investigation of a current phenomenon especially when parameters were unclear. Instead, Woodside (2010) placed the focus on the individual case that he defined broadly. In the same light, Flyvbjerg (2006) simply suggested that a case study was a thorough experiment of one example, again not indicating the need for a specific context or parameters for the case. Through a case study research design, this study sought to explore the learning of global education and international study experiences as phenomena. The primary unit of analysis was minority high school age girls and the secondary unit of analysis was the Global Kids program of which the girls were participants. Hypothesis testing was used to reveal whether urban minority high school students reaped benefits similar to college students studying abroad. This study also sought to establish whether international study experiences could lead to girls having positive future educational outlooks including a positive perception of their

self-efficacy and of the world, high educational aspirations, positive attitudes toward education, increased academic engagement, and ultimately successful academic futures.

Context of the Study and Program Overview

Global Kids is a non-profit educational organization with its headquarters in New York and an additional office in Washington, D.C. The mission of the organization is to prepare underserved youth to be leaders on the “global stage” through global education and leadership development. Carole Artigiani founded Global Kids in 1989² with a vision of creating an ever-increasing network of diverse youth who would later assume leadership positions in society within the fields of international affairs and public policy. The organization reaches male and female students at public high schools and at their headquarters through after school programs. The youth programs incorporate international affairs, global education, leadership development, skill building, college/career readiness, and civic engagement. In addition to these components, some of the participants traveled for conferences within the United States and also studied and traveled abroad. One example of international travel within Global Kids is the Bardoli Scholars Program. Ten students studied abroad in Kenya for four weeks during the summer of 2010. Not only did the students have the opportunity to develop global leadership skills but the students also learned about Kenyan culture, interacted with young Kenyan leaders, and introduced technology to communities as a means to address social justice and community issues. In addition, Global Kids participants have traveled

² In 1991, Global Kids was incorporated in New York. The Global Kids Washington, D.C. program began in 2010.

to countries such as Costa Rica, Denmark, Eritrea, Haiti, Northern Ireland, Peru, Brazil, and South Africa.

The female students involved in this study represented eight of the 25 students who participated in the Global Gateways D.C. Summer Institute where students received exposure to global education. The summer institute consisted of five weeks of instruction, workshops, field trips and guest speakers. In addition, students learned about foreign policy topics such as U.S. national interests, capitalism, and genocide. (See Appendix B for a complete list of the foreign policy topics and field trips.) This summer institute took place at Howard University's Ralph J. Bunch International Affairs Center. Following the five weeks at Howard University, students participated in an international education travel experience to Jacmel, Haiti with an emphasis on service learning. The eight girls in this study were 8 out of the 14 students who went to Haiti. In addition, three of the five staff members who traveled with the youth were interviewed. The students interacted with Haitians for two weeks on a daily basis to conduct interviews and produce short documentaries. The end goal of creating the documentaries was for the Global Kids to learn about issues of employment, water, security, and education first hand from Haitians. The students also participated in additional activities, which are described in Appendix B.

These summer institute and travel components of the Global Kids D.C. program, including exposure to global education and foreign policy as well as an international travel experience, represented the first such experience for most of the student participants. Many of the youth are students at low-performing schools and live in neighborhoods as ethnic minorities with little representation in higher education, politics, and the professional world. The adult leaders involved in the program hoped to inspire

the youth toward self-actualization, global competency, academic excellence, and social action in their communities and world as defined by program goals. Since the founding of Global Kids, the program has reached over 120,000 students and educators.

Participant Selection and Data Collection

As an organization with major tenets including the exposure of urban minority students to global education and international travel, Global Kids and the student participants were extremely relevant to the topic. It was necessary to locate a single site to examine both urban minority students and their experiences with international study and global education simultaneously. In the end, the selection was strategic and information-oriented in order to maximize the value of the small sample. A random sample was not conducted since not all students experienced both components of the program. However, use of a strategic sample helped ensure that findings resulted in the greatest amount of information to address the problem grounding the study.

Student participation in this study was voluntary. Sofia Oviedo, a staff member at Global Kids, initiated the introductions and made recommendations for female minority students. Initially, six African American girls who traveled to Kenya in 2011 and one Afro-Caribbean girl who traveled abroad in 2010 were to provide data regarding effects over a long period of time. In addition to these girls, six African American girls who planned to travel abroad in 2012 from New York and 10 girls who planned to travel abroad from D.C. would provide pre travel feedback and immediate responses to their experiences following their return. As a result of unforeseen difficulties contacting previous travelers in New York and security concerns in Kenya preventing travel in 2012, the girls from New York were not included in the study. Instead eight girls participating

in the Washington program were the focus of the study. All of the student participants and their parents received and completed separate consent forms. The three adult staff members also received and completed consent forms.

In order to capture the lived experiences and perceptions of the participants, interviews were conducted during two different times. The first interviews were during the global education summer program in Washington, D.C. but before travel. The second interviews were after the students returned from Haiti. Background surveys were also distributed and collected before the first interviews to gather demographic and other descriptive information on each student. At the outset of this study, the intention was to analyze eight student journals alongside student interview transcripts, however only three journals were analyzed due to the inability of staff members to retrieve the journals from all the girls. The collected journals were used to supplement the interviews and uncover additional thoughts regarding the global education instruction and travel experience that might not be revealed through the interviews.

A phenomenological approach guided the structure of the interviews. Understanding through the subject's perspective is central to a phenomenological approach. Therefore this study aimed to develop an understanding of global education learning and international study experiences from the students' perspectives (Schwandt, 2007). The study sought to describe the world as the students experienced it and use semi-structured life world interviews to understand themes of their everyday experiences (Kvale & Brinkmann, 2009). The student interview protocol focused on themes related to the construct of an educational outlook and the research questions that guided the study. Prior to travel, the eight girls participated in a card exercise that required them to select

and explain factors they felt had the greatest impact on their academic outcomes. The girls reevaluated their card selections following the completion of both program components. They had the opportunity to make changes to their previous selections or add their own factors that were not card choices. During the interviews and card exercise, jottings and recordings were used to later produce full student transcriptions and partial staff transcriptions.

Data Analysis

Despite the increasing rates of minority female dropouts and other effects of race, class, and gender, this study proposed that international study and global education experiences could positively shape the educational outlooks of urban girls of color. The study proposed that these experiences would later influence them to be more open-minded and shape their future aspirations. The study also proposed that the girls might begin to question their immediate realities and develop a critical consciousness as defined in Paulo Freire's liberation theory. These theoretical propositions not only guided this case study but also served as the basis for an analytic strategy. Yin (1994) stated that using theoretical propositions as analytic strategy help the researcher to determine what data to concentrate on and what data to ignore. This study used thematic analysis comprised of coding, categorizing, direct interpretation, and the assessment of patterns (Boyatzis, 1998; Schwandt, 2007; Stake, 1995). During data collection, direct interpretation was used in order to uncover the meaning of responses. Thematic analysis also involved coding sections of the interview transcripts and field notes according to themes that became apparent (Boyatzis, 1998; Schwandt, 2007). After reading each transcript and writing a page of notes for each, the coding process began. Inductive

coding involved searching for key words, ideas, consistencies, and inconsistencies.

Support and exploration are examples of codes that emerged given patterns in student responses. Each time a student mentioned these terms or related phrases, it was noted in both pre and post travel transcripts. Following this step, all occurrences were merged in a document and analyzed to uncover further patterns and themes across all transcripts. A table was then created listing themes and their codes. Lastly, quotes were gathered to illustrate each theme and a summary was written to describe how students spoke about each idea. Inconsistencies were gathered in a similar manner. Categories of an educational outlook, including behaviors, attitudes, and views were preexisting codes in this study. Data was specifically analyzed in search of themes and descriptions of how girls' international study experiences and global education instruction shaped their educational outlook. This occurred alongside an analysis of how students defined "educational outlook." In other words, what aspects comprised each girl's behaviors, attitudes, and views? This study also involved the consideration of data related to ideas of critical consciousness and transformative learning. There was also consideration given to the possible effects of race, class, and gender. Table 4 shows actual themes that emerged, including themes that were both related and unrelated to literature provided at the outset of the study.

Limitations and Reliability of the Data

Researchers opposed to case study research have long argued against its validity and generalizability. Prior to beginning this study, the difficulty in producing generalizations from a single case was considered; however, a desire remained to reveal new knowledge to fill a gap in research. This outcome was sought while acknowledging

the specific limitations of the study. Ideally, the study would include a large number of subjects interviewed before, during, and after international study experiences and exposure to global education in order to capture the lasting effects of the programming. However, in the end, eight urban girls of color were surveyed and interviewed before travel and again interviewed a month after travel. Due to these limitations, journal entries were sought to capture reflections of the other students before, during, and after their experiences. This study initially proposed analysis of these documents alongside the interviews and survey data for thorough descriptions. Although the journals provided valuable additional information, it is important to again note the use of only three journals. This does suggest an issue in consistency and reliability. Lastly, the inability to collect surveys or conduct interviews one to two years after the international study experiences inhibited the study from detecting lasting changes in the educational outlooks of students. True changes may not be visible immediately after travel. This also calls into question the reliability of the case given the traditionally extensive nature of case studies and suggests the need for a future longitudinal study on this topic.

CHAPTER FOUR

FINDINGS

This chapter provides the demographics of the eight female students central to this study. This chapter also includes results from the students' pre and post travel interviews, responses from staff interviews, and accounts from student journal entries. The results from a card exercise are first shared to display student views on my ideas concerning factors most important for student high school completion and persistence. This chapter on findings then presents the main results for each research question, with the first question following the construct of an educational outlook. In that section, the results are therefore first grouped by behaviors, attitudes, and views. These are educational outlook suggested components that this study holds as determining factors of positive academic outcomes for urban girls of color. This chapter on findings also shows results of other consistent and unique findings, which developed as emergent themes or outliers.

Participant Demographics

The primary unit of analysis for this case study was eight minority high school girls of color. The eight girls are high school age, including four juniors and four seniors. They all live in Washington, D.C. and have attended a combination of public and charter schools from elementary to high school. All of the girls interviewed are participants of the Global Kids program in Washington, D.C. and have been active for at least one year. The majority of the girls have gained the most exposure to international affairs and global

education through the Global Kids program. Although five of the eight girls traveled abroad prior to traveling to Haiti with Global Kids during the summer of 2012, they all stated that this trip was their first international education travel experience. The students who traveled abroad in the past traveled on family vacations, with an art class mainly for tourism purposes, or to their home country with family. Two of the girls actually lived and attended school in their home countries. All of the students identify as urban girls of color, however, had the opportunity to identity their respective racial and ethnic background as well as any other personal identifiers. Table 1 shows the student demographics by category. Thereafter, student profiles provide a description of each student's background, goals, motivators, and views in an effort to further introduce the subjects of this study.

Table 1. Student Participant Demographics

Race/Ethnicity:	5 Black/African-American, 1 African/Angolan, 1 Hispanic/Honduran, 1 Hispanic/El Salvadoran
Age/Grade:	Ages 15-17; 4 juniors, 4 seniors
Location:	Washington, D.C.; Southeast and Northwest
School type:	Public and Charter
Parent's educational attainment:	1 unknown, 2 did not complete high school, 3 high school diploma, 2 some college
Parents' experience abroad:	<ul style="list-style-type: none"> • 1 father in army; • 1 mom works for airline; • 1 mom, once for vacation; • 1 father traveled from Angola to the Congo for school; • Other parents did not have experience abroad unless they were from a country outside of the United States
Students' prior experience abroad:	<ul style="list-style-type: none"> • 2 went to Paris with their art class during high school (tourism); • 1 went on a mission trip to El Salvador and to Honduras to visit family; • 1 born in Angola, lived and went to school there until 6th grade; • 1 lived and went to school in El Salvador from part of 5th grade to 8th grade; • 3 had no prior experience abroad

Student Profiles

Kaya

Kaya is an African American young woman who is a junior at a multicultural charter school in Washington, D.C. She attended several schools throughout her life but despite the moving, in her opinion, she maintained excellent grades. Kaya currently lives with her mother but she is uncertain of the actual educational attainment of her parents. She believes that both of her parents graduated from high school. Although she is unsure of her parents' highest level of education, she knows that neither has travel experience overseas and Kaya did not travel overseas until her recent trip to Haiti with Global Kids.

As with most of the girls, Kaya began learning about international affairs through Global Kids. She expressed a genuine curiosity about the world and after returning from Haiti she stated that she would no longer judge people and other countries solely based on the media. Despite her age, and this being her first year in the program, she exhibits a great deal of wisdom. While speaking with Kaya, her intelligence was evident through the discussion of her plans for going to college, majoring in business, and starting her own business. She and her sister already started a small business where they provide book bags to people who have none. Her interest in helping people in her community resonates throughout her interview responses. It was also evident through Kaya's responses and behavior that she tends to doubt and underestimate herself. Although this is an area of potential growth for Kaya, she is aware of her struggle with self-esteem and relies on support from her mother and her sister who is currently in college.

Naomi

Naomi is the twin sister of Gabrielle, another participant in this study. She is a junior at a charter high school and identifies as African-American. Although her father did not complete high school and her mother completed some college, Naomi aspires to go to college and become a doctor. Naomi loves biology and everything involving the human body. Her love for biology, church, family, and music keeps her motivated. The summer of 2012 was Naomi's first time as a participant in the Global Kids program to learn about a variety of topics related to international affairs. Naomi also did not travel abroad before her trip to Haiti with Global Kids. Her mother had one overseas travel experience on a vacation cruise to Aruba. Despite limited international exposure in her

family and immediate surroundings, Naomi expressed excitement about going abroad.

Prior to going on the trip, she stated that she always wanted to make a change in the world and was looking forward to the opportunity. She returned extremely excited about her experience in Haiti and very happy to share the changes in her educational aspirations and goals. Overall, Naomi was very cheerful and energetic in her responses, often laughing or smiling.

Gabrielle

Gabrielle is Naomi's twin sister, also a junior at a charter high school who identifies as African-American. Like her sister, Naomi, Gabrielle also did not travel abroad prior to going to Haiti with the Global Kids program. Gabrielle attended predominately African American schools with the exception of her current high school that is racially mixed. She makes it a point to mention that her current school is a good school whereas her elementary and middle schools were not in comparison. She referred to them as "ghetto" and "the worst." While describing the schools she attended, she mentioned student-teacher fights and other inappropriate conduct that took place inside the school during her attendance. Despite the schools that Gabrielle attended, she maintained A's and B's. Her goals include becoming a doctor like her sister Naomi, but with an international focus. Again like her sister, her family motivates her, including her mother and sister, as well as church. She states that praying and going to church along with her mother telling her that she can do anything she puts her mind to, motivates her in school and in life in general.

Zykia

Zykia is a junior at a multicultural charter school in Washington, D.C. While she currently lives in Washington, D.C., Zykia was born and raised in Angola, a country in Southern Africa. Both of her parents completed high school in Angola and her father completed some college in the Democratic Republic of the Congo, a country in central Africa. Zykia and her family moved to the United States four years ago. It is therefore no surprise that Zykia maintained a heavy accent. She began school in the United States during the seventh grade. The first school she attended in the United States was a public middle school with Hispanic students and African American students. She stated that her current school has students from different countries. Zykia is also 15 years old, the youngest of all the student participants. Despite shyness reflecting her youth, she has a unique perspective and story to share, having lived in another country and then visited Haiti on her first international education travel trip with Global Kids. Zykia often speaks of the differences between schools, opportunities, and challenges in Angola and the United States. Prior to going to Haiti, she expressed an interest in learning about the culture of Haitians and the impact of the recent earthquake. She also wanted to be a doctor but began to think about careers in international affairs post travel. Zykia's motivation comes from her desire to avoid struggle, follow her dreams, and help her mother.

Clara

Similar to Zykia, the origin of Clara's family is outside of the United States. Her family is from El Salvador but Clara was born in the United States. Although she was

born in the United States, she lived and attended school in her family's country of origin as did Zykia. Unlike Zykia, Clara began school in the United States and then returned to El Salvador for her 5th grade year through a portion of her 8th grade year of school. She then returned to the United States for high school and now attends a multicultural charter high school in Washington, D.C. Clara is a senior in high school and has been a part of the Global Kids program for one year. The program has been her first and only exposure to international affairs. Clara has an immediately apparent interest in international and domestic affairs including issues of poverty, racial discrimination, and access to opportunity. She has goals to finish college as her brothers and sisters have not completed college. Clara is extremely open during her interviews and states that she does not want to be a college dropout. Her parents motivate her through encouragement and providing advice about good influences.

Elena

Elena is a senior high school student at a multicultural charter school in Washington, D.C. Like Clara, Elena is also from Central America. Her family is from Honduras and she identifies as Hispanic, Christian, and bi-lingual. Neither of Elena's parents finished high school but Elena emphasizes the importance of parental support in her life and in the lives of other girls of color. She would like to be a lawyer in the future and knows all of the necessary steps she will need to take to achieve that goal. She is very well spoken and advanced for her age. She previously traveled to El Salvador for a church mission trip and to Honduras to visit family. However, Haiti was her first international education trip and the Global Kids program was her main source of

international education exposure over the past two years. Elena was thoughtful in her responses and interested in not only learning about issues and dispelling myths from the media about Haiti but also in her home country of Honduras. Elena is motivated by her belief that she will be rewarded for making a difference in her community and the world.

Jada

Jada is a senior at a public charter school in Washington, D.C. She identifies as African American and lives in a predominately African American neighborhood. Both of Jada's parents have completed some college and have also traveled overseas for vacations. Her immediate family has traveled significantly because her mother works for an airline company. In addition to vacations with her mother and father, Jada also traveled to Paris, France with her high school art class. She is very advanced in her academic levels and overall demeanor. Although her time with Global Kids is the shortest of all the girls, with the summer of 2012 being her first time in the program, she was previously exposed to topics such as international politics through an Advanced Placement course in Government and Politics. Jada is open and states that she joined the program because she loved traveling and had an interest in visiting Haiti. She suggests that she has little interest in world affairs but is very certain about her career goals and interests. Ultimately, Jada plans to get a Bachelor's in Psychology, continue on to complete her Master's degree, and then open her own family counseling practice. She is also interested in having a chain of hair salons, owning a bakery, and being a women's sports manager. Jada is very goal-oriented, driven, and motivated by her family and herself. Although her mother has a job, Jada states that she does not want to struggle like

her mother who did not finish high school. She also references the success of certain celebrities who are successful doing what they love. Jada is extremely thorough and unique in many of her responses.

Kisha

Kisha is an African American young woman who is a senior at a charter school in Washington, D.C. She attended the same network of schools since elementary school, which is a unique experience compared to participants in the study. Both of her parents completed some college and her father traveled overseas during his time in the army. Kisha's involvement in the Global Kids program spans one year. She did not receive instruction in global education or international affairs prior to becoming a part of the program. Although new to the program, Kisha also traveled to Paris, France with the same high school art class as Jada. Although both students participated in the trip to Paris, they recognized their trip to Haiti with Global Kids as a different experience with an educational and new cultural component versus a tourism focus. Kisha aspires to become a physical therapist and also pursue a career in culinary arts. She is considering the Air Force because she knows that they offer training in both physical therapy and culinary arts. Kisha developed an interest in physical therapy through her experience as a track and field runner and learned a lot about college and the military from her sister who is currently in college and in the Navy. Her sister is also her main source of motivation. Kisha is very energetic and her humorous nature makes her unique among the group of student participants.

Educational Outlook Card Exercise

My first interviews with the girls occurred during the weeks of their summer global education instruction but prior to their travel experience. One component of the pre-travel interviews was a card exercise. I chose to incorporate this exercise for several reasons. One reason was because I wanted to capture their thoughts on my idea of components contributing to a positive educational outlook. I did not preface the exercise with an exact explanation of my intended purpose. However, through this exercise I hoped to uncover patterns in their responses and give the girls an opportunity to tell me what factors they believed contribute to an urban girl of color's academic outcome. In the end, the goal of the exercise was to begin to capture their personal definitions of a positive educational outlook given their individual perspectives and contexts.

After asking the girls questions about what led them to get involved with Global Kids and their expectations of the trip, I asked them what they believed contributed to the positive academic future of an urban girl of color. I asked this question prior to the exercise because I did not want to impose my thoughts or conclusions of what contributes to a positive academic future for an urban female student of color. If I conducted the exercise prior to asking them this question, their responses may not have been as authentic. After asking this question, I then asked the girls to tell me what challenges may cause the same girl to drop out of school. Again, I wanted the girls to formulate and state their own opinions before the card exercise. Later, their responses to these questions will be reported along with how they compare across their other responses, both pre-travel and post-travel.

The card exercise began with the following question: In your own opinion, what are the three most important things to ensure a positive academic outcome? I explained that a positive academic outcome meant that a student remained persistent in school and also completed high school. I provided eight options that were written on note cards and laid them out on a table for each student to read. The eight cards read:

- being engaged in school
- not participating in risky behavior
- having positive goals
- being motivated
- valuing education
- having a positive view of yourself
- having a critical and broad view of the world
- being informed and active in global affairs

I gave each student time to read the note cards silently and also offered to read or elaborate on the meaning of the terms written on the note cards. Each student chose their top three cards and ranked them in order of importance. I then asked them to explain their choices. After listening to their explanations, I asked if there was any other contributing factor that they would add to the cards that they chose. They were told that they could choose from the cards that were provided or add something that they thought should be there. Their responses varied but similarities in their responses and patterns were revealed through this exercise. Figure 2 displays these results.

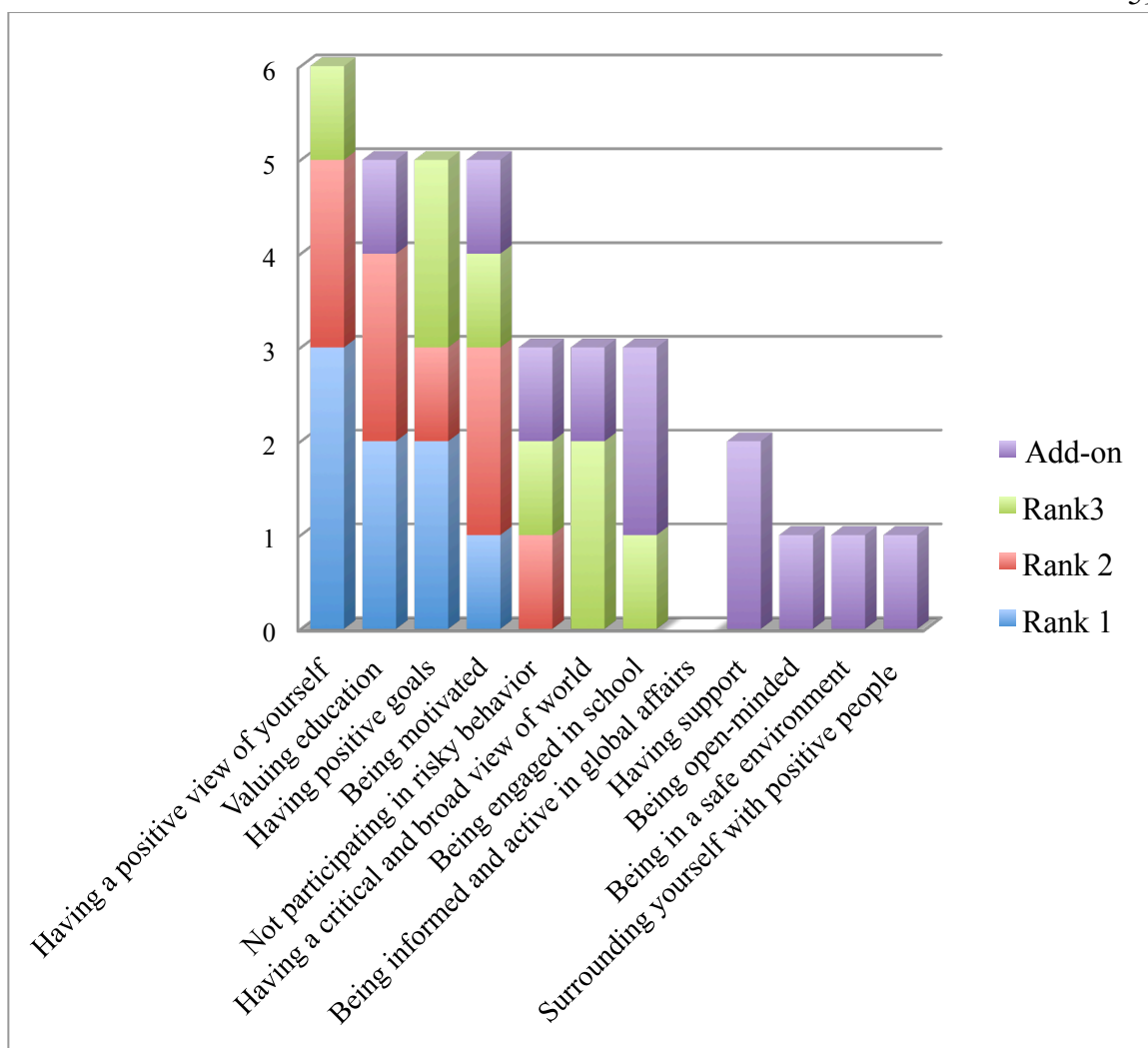


Figure 2. Educational Outlook Card Exercise Results

The first thing to note is that the girls selected all of the cards but one either within one or more of their top three choices or in their additional choice. “Being informed and active in global affairs” was the only card that none of the girls selected. A later discussion will explore possible reasons for this occurrence

Having a Positive View of Yourself

The card showing “having a positive view of yourself” received the most selections. Not only did the girls select this card the most, this card was also in the top three choices of six of the eight girls and received three number one rankings which was the most number one rankings of all of the contributing factors chosen. The only girls who did not select this card were Naomi and Jada. I must note that although Naomi did not select “having a positive view of yourself” as an important factor contributing to a positive academic outcome, in a previous response she stated that low self of esteem could lead an urban girl of color to drop out of school. Having low self-esteem could be interpreted as a lack of a positive view of yourself and therefore still suggests a possible pattern. Elena, Clara, and Zykia are the three students who ranked “having a positive view of yourself” as number one. Elena explained her reason for ranking this factor as most important by stating,

I think that having a positive view of yourself is very important because if you think that no matter what you do, you’re still gonna not have a positive outcome or you can’t reach your goals and you don’t think that you’re worth trying to achieve the things that you want then you’re gonna find yourself stuck there. Then you’re not gonna want to try. You’re just gonna be like no matter what I do I’m going to be stuck here forever. So if you don’t have a positive view of yourself you’re not going to want to try to achieve your goals.

Elena’s response suggested that having a high perception of self-worth and a positive mindset were important to achieving goals. Zykia spoke about the importance of having a positive view of yourself in a similar way. She also spoke to the importance of believing in yourself, doing your best, and keeping a mindset that encouraged perseverance despite

possible hardship. While Clara also ranked “having a positive view of yourself” as number one, she based her explanation on a unique family experience. Clara stated,

Having a positive view of yourself is important because like sometimes people may discriminate against you because of your race because like my cousin was telling me how she was in a restaurant, well she lives like in a very dangerous, well she is working in a dangerous place, and like there is ghetto people around and they would discriminate her because she is the only one working and she works at KFC (Kentucky Fried Chicken) and people tell her why do they hire Mexicans and she didn't care much she just ignored them. And I think having a positive view of yourself and not caring what other people think because that's why many school fights happen because people let other people influence them thinking that or that they are biased. I think you have to have a positive view of yourself to keep going on. Like, you won't be affected by other people even if people try to bring you down and like you will feel good about yourself and that will make you keep going forward.

Although Clara came to her choice of ranking “having a positive view of yourself” by reflecting on a family member’s experience of racial discrimination, as with the others who ranked this choice as number one, she shared the idea that having a positive self-perception helped to keep you moving forward with a positive mindset despite difficulty such as the discrimination she mentioned.

Valuing Education, Having Positive Goals, and Being Motivated

The three cards that received the next highest number of selections were “valuing education,” “having positive goals,” and “being motivated.” Five of the eight girls selected these cards. Despite five girls selecting each of these cards, there were differences in their selections that are significant to note. “Having positive goals” was the only card out of the three abovementioned cards that the girls selected and ranked among only the top three important factors during the initial pre-travel interviews. Although “valuing education” received five selections, only four of girls ranked this card

in their top three choices. Naomi chose this card as an add-on. In the same way, four girls ranked “being motivated” in their top three choices and during the post travel interview, Kisha added this choice as a replacement to another choice. Kisha was one of two girls who when given the option to change their responses to this card exercise following their trip to Haiti, changed her response. Kisha initially chose the following cards as the three most important things to ensure a positive academic outcome: (1) valuing education; (2) having a positive view of yourself; and (3) having a critical and broad view of the world. During the pre-travel interview she chose to add, “not participating in risky behavior” to her top choices. Following the completion of the summer instruction and travel to Haiti, she chose to remove “not participating in risky behavior” and replaced it with “being motivated.” Her reason for making this adjustment was that “being motivated carries you along the way and you can help other people if you are motivated.” Naomi is the other student who made the other post-travel adjustment to the card exercise. Instead of removing or replacing a previous choice, she chose to add a new factor of her own. Naomi added, “being open-minded” to her list of the most important things to ensure a positive academic outcome. This was a unique response because she was the only girl who directly suggested that being open-minded was important to academic success.

The girls made several comments regarding the importance of valuing education. Both Jada and Kaya ranked this factor as the most important to ensure a positive academic outcome. Although both girls gave this the highest ranking, their responses were very different. Kaya’s response was similar to many of the others who felt that

valuing education was important. She stated that if students did not value education they would become bored easily, decide they did not want to be at school, and just “roll off.” In other words, they would lose a desire to be at school, begin to decrease their efforts, and their performance would decline. Elena echoed Kaya in saying that if you did not value education you would not want to be at school. She added that, “you will not want to try your best and will goof off or focus on being social” instead of learning. On a different note than the other girls, Kaya actually said that she previously demonstrated some of these negative attitudes but reminded herself that getting an education would help her in the long run. Similarly, Naomi also suggested that valuing education early on in life would have a positive impact on your future, especially in college. As mentioned, Jada arrived at her choice in a different way than the others. She did not refute the reasoning of the other girls but instead suggested that valuing education was the most important factor because it had a direct effect on other factors that ensured a positive academic outcome. Jada’s response was as follows:

So valuing education, I picked that because there is a whole lot of things that can be involved with valuing education like being engaged in school. If you value education, you will be engaged in school. If you value something, you should be motivated by it.

Jada suggested that valuing education should essentially have a chain effect on most of the other factors. One can also infer that this type of sequence would require a specific mindset rooted in the value of education. Interestingly enough, valuing and being appreciative of educational access as well as other resources was one of the topics mentioned the most when students discussed personal changes post-travel. These changes will be discussed in a later section.

The girls who chose to rank having positive goals mainly referenced the positive goals as sources of encouragement and something to work towards. “Goals can encourage you,” said Naomi. “You have to set goals in life in order to be whatever you want to be,” said Kisha. Gabrielle used the exact words, “if you have positive goals, you will have a positive outcome in life. You will strive and you will thrive.” Gabrielle not only suggested that having positive goals would give you something to work hard for but would also lead to success.

“Being motivated” was the last factor in the group of three with the second highest amount of selections. Naomi was the only student to rank being motivated as number one. She began her response by suggesting that motivation was the “main thing in education.” She stated that if you were not motivated, “you will not do anything, you will not work hard.” Like Naomi, Clara and Jada suggested that if you were not motivated you would not work hard to achieve your goals but added that you would not achieve your goals even if the goals were “possible, realistic, or positive.” Although Kaya ranked being motivated as the third most important factor, her closing response was similar to Naomi’s opening comment. Kaya spoke about how her sister, who is currently in college, motivates her, tells her that she can do it, and this makes her feel good. “If everyone has someone to motivate them, it will be a better world,” said Kaya. The idea of motivation coupled with support resonated from Kaya’s comments. Despite “being motivated” receiving a single number one rating, later in the interviews, all of girls mentioned specific things that kept them motivated; many suggested the importance of

support. The amount of time spent discussing motivation would lead one to expect higher rankings in this category but the results show the opposite.

Not Participating in Risky Behavior, Having a Critical and Broad
View of the World, and Being Engaged in School

Through the card exercise, the factors that the girls thought were the least significant to ensure a positive academic outcome were “not participating in risky behavior,” “having a critical and broad view of the world,” and “being engaged in school.” During the discussion of the issue of participating in risky behavior, two of the girls talked about the negative effects of drugs and peers that could alter your thinking and decision-making. Zykia ranked this “participating in risky behavior” as her second choice, the highest among all of the other girls. She said she chose this because participating in the abovementioned types of risky behavior could make you drop out of school. The other two girls who made this selection mentioned pregnancy as a deterrent to a positive academic outcome because it could lead you to drop out of school as well. However, Kisha suggested that although pregnancy could possibly lead to a negative outcome for an urban girl of color, there could be adverse effects given the circumstances. For example, Kisha said, “if a girl has been raped or just got pregnant, and they got to go in front of a large crowd and tell what happened, share their experience...” this type of experience could help to bring awareness. She implied that in these types of cases, participating in risky behavior might lead to a turn-around in a girl’s life and a subsequent positive future. It could also help other young girls facing similar situations. Kisha’s additional response regarding this topic was unique to the other girls and shed

light on a different perspective given common discussions about pregnancy and urban youth. Other findings regarding dropout challenges for urban girls of color will follow later in this chapter.

There were three girls who selected “having a critical and broad view of the world.” Two of the girls ranked this factor among their top three choices and the other chose it when given the option to make an additional selection. One thing to note is that the two girls who selected this factor went overseas prior to being in the Global Kids program. Kisha went to Paris with her art class and Clara lived and went to school in El Salvador, her family’s country of origin. Although there were two other students who had experiences abroad similar to Kisha and Clara yet did not rank this factor, it was important to note. Both Kisha and Clara’s comments spoke to the importance of having a critical and broad view of the world to have an understanding of challenges other countries face in comparison to the United States. Kisha stated that it was important to understand “how well you got it” and Clara said it’s important because you “learn that life isn’t easy and that you have to work hard for it.” As mentioned earlier, Kaya added this factor as an additional choice asserting that students have to develop their own opinions of the world and not accept what they hear from the media. She explained that this was only possible if youth were critical about what they heard about the world and explored countries and world issues on their own. Following the trip, many of the girls shared these sentiments. The girls did not make changes to their selections to reflect this, however, many of their other responses showed this change in thinking. Another thing to note is that when given eight cards with two focusing on the world or global affairs, three

chose “having a critical and broad view of the world” and no one chose “being informed and active in global affairs.” This suggests that the girls think that it is important to have a broad view of the world but being active in global affairs was not necessarily important. Later responses provide more of an explanation for this occurrence.

The last factor to receive three selections, with two being add-ons, was “being engaged in school.” Although all three girls who chose this factor agreed that it was important to be engaged in school because it helped students finish high school and make it to college, Elena was the only one to rank this choice. After debating between “not participating and risky behavior” and “being engaged in school,” she chose the latter. She arrived at this choice by concluding that if a girl was engaged in school, she would not allow herself to be distracted or persuaded to participate in risky behavior. She proposed,

When you are engaged in school, you surround yourself with people who have the same goals as you or similar goals and when you are surrounded by people who support you, you make positive decisions because they influence you and they give you advice so you feel like it is easier to say no to things that maybe without your friends or without your role models, you wouldn't be able to do.

Elena's explanation for choosing “being engaged in school” as an important factor speaks to several ideas including having goals and support which again is a recurring theme which will be discussed in detail. Her choice also shows a thought process that reflects the idea of consequence; the idea that engagement will lead to other positive outcomes and future academic success. Jada is another student that was able to deduct similar reasoning in an earlier area. As mentioned in their profiles, these are two of the girls with

some of the highest level answers during their interviews, despite their extremely different backgrounds and views before and after travel.

Additional Selections

As previously stated in the description of the card exercise, after the girls selected their top choices from the eight cards provided, the girls had the opportunity to add an additional factor from those provided or one that was not written on the cards. A majority of the girls selected factors from the pre-written cards but some shared their own choices. One pattern was found with the choice of “having support.” Two girls chose to add this even though it was not among the original cards. They did not hesitate to provide this response. It was as if they were certain that it was an important factor to an urban girl of color’s positive academic outcome. They both shared the belief that youth could not be successful alone, without parents, grandparents, aunts, or friends. Zykia stressed the need for parental support for advice. She said this helped young students to know what was best for them. In a similar way, Jada proclaimed that you had to “have somebody in your corner rooting for you to do your best...that makes a big difference.”

Other additional choices that were personal decisions of the girls were “surrounding yourself with positive people,” “being in a safe environment,” and “being open-minded.” One girl each selected each of these factors. Gabrielle decisively added “surrounding yourself with positive people,” to her list of must haves to ensure a positive academic outcome. Once she provided an explanation, it was clear that this coincided with “having support.” Like Jada and Zykia, Gabrielle stated that it was important to have people who “support you and stand by you” in all situations and encourage you to reach

any goals that you set. This comment was similar to the idea of having someone in your corner rooting for you.

On the other hand, Elena provided a different yet thought provoking response when asked if there were any things that she would add to the cards provided. She responded by saying the following:

Being in a safe environment because even if you try to be engaged in school and you have a positive view of yourself and you value education, if you feel like you're not in a safe environment, you're just going to be restricted and afraid of going places and going to get an education that you value so much.

Like responses mentioned earlier by both Elena and her peer Jada, this reflects an advanced thought process. Her response proposes that living in an unsafe neighborhood or home can negate all of the other factors that can potentially lead to a positive academic outcome. This implies that “being in a safe environment” would have a higher rating than the others if it were an initially provided card choice.

Lastly, Naomi chose to add, “being open-minded” as a factor to ensure a positive academic outcome. Unlike the other girls, Naomi was the only person to make an addition to her card choices following the trip to Haiti. She added this factor because following her experiences with Global Kids she came to believe that “if you are open-minded, you will do things you wouldn't normally do, so it may open new doors.” This is an interesting selection and response for Naomi because like half of the girls, she did not travel abroad prior to the trip to Haiti with Global Kids. She thought that it would be a good opportunity but had no previous exposure to global education or travel. She expressed intrigue when her science teacher presented the opportunity to her but also expressed hesitancy because she did not know what to expect. In the end, her response to

this question shows that she now believes that it is very important for students similar to her to be open-minded. She said that this would enable them to have experiences that they otherwise may have never had and may lead to new paths. It is evident that Naomi's personal experiences in Haiti and her experiences following her return were the basis for this additional selection.

Summary of Educational Outlook Card Exercise

This exercise allowed for the analysis of the girls' thoughts using the same parameters for each girl. Prior to this exercise, I did ask the same question regarding what are factors that lead to a positive academic outcome for an urban girl of color as well as what are factors that may lead her to drop out of school, however, this exercise allowed for the testing of my preconceived ideas of factors contributing to a positive educational outlook. The exercise revealed that the majority of the girls felt that "having a positive view of yourself" was most important to ensure that they were persistent, completed high school, and had a positive academic future. "Valuing education," "having positive goals," and "being motivated" received the next highest rankings and "not participating in risky behavior," "having a critical and broad view of the world," and "being engaged in school" received the second to least rankings. "Being informed and active in global affairs" received the lowest ranking with no decisions to rank it among important factors or select it as an addition. Although every girl chose to add a factor when they had the option, four were distinct personal choices. They were: "being in a safe environment," "being open-minded," and "surrounding yourself with positive people." The latter of the three add-ons corresponds with the repeated selection of "having support." Within this exercise alone,

the importance of support was mentioned three times without guidance. Again, this suggests a pattern to be explored in further detail. Following the trip to Haiti, there were only two changes and additions made to the card choices. One student chose to substitute “not participating in risky behavior” with “being motivated” and another chose to add, “being open-minded.” In the end, all of the remaining six girls stated that they would not change any of their choices. However, it is notable that when later asked to expound upon personal changes with these factors that were previously identified as components contributing to a positive educational outlook, a majority of the girls witnessed changes within themselves. The staff also spoke of noticeable changes within the girls. Some of these changes will be discussed in conjunction with the following research question results.

Research Question 1

Research Question 1 is as follows: How do global education and international education travel experiences shape the educational outlook of urban high school girls of color? When analyzing the results of this research question, various factors were considered based on the construct of an educational outlook. They include the following: how global education and international education travel experiences shape the behaviors, attitudes, and views of the population. This section will first include findings regarding behavior changes in the students.

Behaviors

Engagement and Deviance

Within the idea of an educational outlook is the hypothesis that behaviors are factors that can impact school completion, persistence, and overall academic outcome. This study proposed that engagement and deviance were two such behaviors and sought to evaluate the responses of the students with this in mind. First, there were no changes to note with deviance because all of the girls stated that they were not previously involved in any type of risky behavior. On the other hand, there were changes regarding engagement. Prior to assessing their engagement in school, students provided information describing their schools and perspective of their school performance.

In the background survey completed prior to the first interview and travel, students named all of the schools they attended and provided descriptions. They also rated their grades and school performance over the years as poor, fair, good, very good, or excellent. In the pre-travel interview, students were able to expound upon their written responses if necessary. These particular questions helped provide context for their later responses. Four of the girls stated that their grades were excellent, while two stated that they were very good, and another two stated that their grades were good. No girls selected fair or poor. All of the girls attended public or public charter schools throughout their school years. Unique to the group, two of the girls only attended public charter schools, with one of the girls attending the same chain of public charter schools from elementary to high school. The demographics of the schools ranged from predominately black to racially mixed with students from different countries.

Overall, when describing the schools, the girls repeated one comment. Elena described her current school as challenging and stated, “It’s a good thing.” Also referencing challenge, Jada mentioned that although her school is college preparatory, it did not feel like it because she was not required to do a lot of research. Jada expressed a desire for more challenge in her class requirements. These comments overlap with responses that the girls shared post travel and revealed a theme of “challenge as engagement.” Following the international education travel experience in Haiti, I met with the girls to conduct a follow-up interview. Question 11 asked if they witnessed any changes in their level of engagement at school since returning from the trip. All of the girls with the exception of one responded saying they saw a change in their level of engagement. Jada responded saying that she did not see any increased level of engagement because she realized that school material was what kept her engaged. She referenced an advanced placement Chemistry class that she was taking that had her engaged because it was difficult and new. She suggested that challenges such as this class were what keep her engaged and that this was not new given her experience in Haiti. However, both Kisha and Naomi spoke about the theme of “challenge as engagement” in a different way. Kisha stated that her environmental science class kept her engaged and a biology class kept sister Naomi engaged. The similarity between these two students was that they were not only challenged and interested in the subject; they also saw the material as beneficial to their future and ability to help others in the world. Both Kisha and Naomi’s responses suggested a new perspective on school material. Another theme that emerged was “increased class effort and focus.” Following the trip, several of the

girls mentioned that they were more focused on schoolwork and either saw an improvement in their grades or planned to focus on grade improvement. Clara smiled, chuckled, and said, “It (level of engagement) has changed a lot. I’m more engaged now and instead of procrastinating now I manage my time to be able to do many things. It’s my senior year...my grades are way better than last year.” Although a junior in high school and the youngest of the girls, Zykia shared a similar perspective. When asked if she saw changes in her school engagement she said, “yes, because this year I got my first report card and I’m doing much better. I’m trying to focus in school because of what I saw in Haiti. You have to focus...don’t play with it (education).” The last theme regarding behavior that emerged was “increased school and community involvement.” Two students in particular spoke of different ways they chose to get involved in their school and community since the trip. Kaya was involved in service efforts within her community prior to the trip. However, she explained that her experience in Haiti helped to increase her involvement in school. “I’m much more engaged in school. I got into a lot of programs that I didn’t even know that my school had...I’m really excited about that. Programs that help my community like community service,” exclaimed Kaya. Unlike Kaya, Kisha was involved in activities such as track and field and ROTC prior to the trip. However, following the trip she decided to participate in service-oriented activities at school. “I volunteer for more things like school wide and like recently we just planted trees around the school.”

Attitudes

Goals

Another proposed component of an educational outlook were attitudes. This study proposed that attitudes including goals, motivation, and values could have an impact on the academic outcome of urban girls of color. Pre travel interview questions 11, 12, and 13 as well as post-travel questions 8, 9, and 10 required the girls to assess their goals, aspirations, and sources of motivation. The girls were also asked to reflect on their value of education. Question 11 of the pre-travel questions specifically asked what students would have to achieve in order to be successful and the next question asked them to share specific goals and aspirations. These two questions revealed that all of the girls had goals beginning with successfully completing high school. The majority stated plans to attend college. Specific career goals included: four doctors, one lawyer, one physical therapist or chef, and one entrepreneur. Jada, in particular went into great detail regarding her goals, stating realistic goals and ideal goals. She explained that her realistic career goal was to be a family/relationship counselor with her own practice. She would also like to open a chain of hair salons, own a bakery, and go into sports management. Three of the girls who want to be doctors expressed a newfound desire to be international doctors after learning of the option through the Global Kids program. This pattern reveals the theme of “new career and college interests” that is also apparent through post travel responses. Despite this theme, it is necessary to note that there are two kinds of interventions at work, including global education and international education travel. As a result, it is difficult to determine which portion of the programming affected the students’ career and

college interests. Keeping this in mind, prior to travel the following statements regarding new career interests were made:

Since I was born, my mom told me all the time when they asked me what I wanted to do, I said I want to be a doctor but I think since being in the Global Kids program, it kind of changed my mind. I kind of want to do something involving global issues, explained Zykia.

I want to go to medical school and become a pediatrician and then by being in the program I am thinking about being an international doctor or being a part of the Red Cross, stated Naomi.

I wanted to be a pediatrician but since we went to USAID it opened my eyes. I can be a doctor but make a change in the world like globally, not just in my country or in my state or in my city, exclaimed Gabrielle.

Considering these changes in career interests specifically tied to experiences prior to travel, there were three girls who suggested there were changes in their career and college interests post travel, three who either felt that the trip to Haiti reaffirmed their previous goals or maintained their prior goals but acknowledged newfound knowledge of other options including going to college on an ROTC scholarship and international careers. There were two students who saw no changes in their career or college goals.

In a similar way, responses pertaining to new career and college goals helped to shed light on a related theme of “new expectations.” When the girls explained their career and college goals, majority of the girls spoke with a tone of expectation versus aspiration. This theme is also present in responses to a question that asked if the girls thought that their experience would impact them and their academic future in the long run. All of the girls responded saying yes. Explanations included expectations of an impact on jobs and other opportunities. Two notable responses were from Naomi and Elena. Naomi stated,

It's just like how amazing is it that I went to a different country at 16 years old. I think the majority of people in the 11th grade or probably in this school haven't traveled outside of the United States. I think this is like one of the most memorable things that will probably happen to me in my life. Like I am so glad that I participated in this program. Like met wonderful people, like experienced so many wonderful things.

Naomi's response to this question implied that she did not expect to have an experience that was as memorable as the one with Global Kids. Kisha similarly called the experience a once in a lifetime opportunity that would be beneficial to her future. Elena's response also captured the idea of new expectations. She simply replied, "yes, it definitely will impact me because it will make we want to work harder in school and work harder in college and work harder overall. This will impact me and it has impacted me." Elena's last comment encapsulates this theme and the essence of the girls' responses to the question.

Motivation

Motivation is yet another idea this study sought to assess through a question targeting pre-travel and post-travel differences. This question and others revealed interesting results. Prior to travel, one response that was consistent across all transcripts was family, hence the theme, "family as motivation." This theme is also connected to a theme concerning support discussed later in this chapter. All eight girls affirmed that family members, including mothers and sisters, motivated them in school and in life overall. Following the trip abroad, four girls saw changes in their motivation while the other four had motivating factors that stayed the same. One interesting result is that two of the girls who previously did not note a change in motivation stated that their family was their motivation because of the sacrifices they made. These two girls are two of three

students with different countries of origin and experiences with schooling outside of the United States. Zykia, one of the girls, said she received motivation from her mother. She wants to achieve more than her mother because she made sacrifices for her family and her highest level of education was a high school diploma in Angola. She also said she wanted to be able to help her mother in the future. Likewise, Clara noted the sacrifices her parents made to bring her to the United States from El Salvador. Both of her parents completed school through only the sixth grade in El Salvador.

Two other themes that emerged after analyzing responses were “potential impact” and “perseverance.” Four of the girls’ responses suggested that the girls were motivated by the potential impact of their experiences. Their perception of the impact ranged from an international career to the ability to impact their community. The latter is a view shared by two of the girls and served as sources of motivation post travel. The theme of “perseverance” evolved from two similar responses. Both responses stress the importance of not giving up and being motivated by knowledge of people in Haiti who have to fight to reach their goals. This source of motivation also correlates with the next two themes discussed.

Values

Two themes emerged from questions pertaining to the value of education and perception of the biggest personal change. The first theme was “new perspective on educational value.” All of the girls saw a change in the value of education or felt the trip to Haiti further affirmed their belief in the value of education. Clara believed that her biggest personal change was that she valued education more. Overall, students reflected

on their privileges alongside the limited access to education and disappointment during teacher absence in Haiti. Elena argued,

I noticed that we should be putting in more effort than what we put in now. We should value education more than we value it now because some people really value it and they don't even get the chance to pursue the education to the level they would want to achieve.

The second theme to emerge was “greater appreciation of basic human needs.”

While abroad, the students worked to create a documentary on issues including water, security, energy, and education in Haiti. Following their experiences interacting with Haitian students and learning about these issues, five out of eight students suggested that they were now more appreciative of what they had. In particular, two girls acknowledged their biggest personal change as an increased consciousness of water and energy usage on a daily basis. This is captured in Jada's response. She stated, “I don't use a lot water anymore. I don't take for granted what others don't have.”

Views

Self-Efficacy/Perception of Skills and Abilities

In addition to questions concerning behaviors and views, the interview protocol includes questions pertaining to student views. Within the idea of an educational outlook is the hypothesis that the way students perceive themselves, their ability to complete tasks or reach goals, and the way they perceive the world beyond their communities can have an impact on students' academic outcomes. Question 13 addressed how students saw themselves following the trip. Responses varied among the girls but consistent findings revealed the theme of “improved perception of skills and abilities.” The girls believed that they improved in the following areas: adaptability, social skills, communication

skills, and problem solving. Six out of eight girls believed that their experiences equipped them with new abilities. The staff members also echoed the belief that the girls gained communication skills as well as increased confidence. Responses from the six girls implied that they could now speak to peers and family members about global issues. They felt that given what they experienced and learned, they could teach others what they learned. Two girls believed that they could now make a difference by dispelling myths about countries such as Haiti. Another girl, namely Clara, uniquely said that following the trip, she felt that she was more capable of doing a lot more because of the American dream. She suggested that after visiting Haiti, she saw that she was able to do more than she thought in America. She referenced the pursuit of happiness and stated that she could achieve whatever she wanted.

Perception of the World

Prior to the trip, students were asked how they viewed the world and again asked once they returned in an effort to capture any perceptions of change. Students were also asked their opinion of social action and civic engagement and the need or personal desire for involvement. None of the girls previously heard the terms but after assistance with the definition of the terms, seven of the eight girls understood the meaning. Responses to the question revealed two students with clear opinions regarding the topic. Others were vague. Clara, in particular, felt strongly about political involvement and getting her family involved in donation efforts post-travel.

Aside from these responses, the majority of the answers regarding world perception prior to travel suggested that the girls thought that the world was synonymous

with war, death, natural disaster, corruption, and discrimination. Seven out of eight girls reported changed perceptions of the world following the trip to Haiti. Some girls stated that they continued to see the world as divided and corrupt yet were now more open to different cultures. The theme of “tolerance and open-mindedness” developed from patterns in students’ responses. Zykia replied to the question regarding her biggest personal change saying, “...Like now I know a lot about Haitian culture. I respect people at my school. I met some Haitians at my school.” Similarly Elena replied to the question addressing world-view. “Now I see we have more similarities than we think we do. Yes they are in different parts of the world but at the end of the day, we pursue the same things. We want to achieve the same things. We want the best for our families; the best for our lives.” This response reaffirms the theme of “tolerance and open-mindedness.”

One significant outlier regarding changes in perception of the world was reflected in the ideas of Clara and Jada. The difference in their views were captured in the juxtaposing statements, the “U.S. can help” vs. “the U.S. should mind its business.” The first response was Clara’s and the second was Jada’s. As previously mentioned, Clara expressed an increased interest in political involvement and a new perspective on possibilities in the United States following the trip to Haiti. On the other hand, Jada honestly stated that she was not interested in global affairs post travel and never had an interest in information about current events outside of the United States. She explained that “all countries have their problems.” Jada’s perspective on the world, social action and civic engagement, as well as several other factors differ from all of the other girls. Possible reasons for these results are discussed in the next chapter.

Additional Emergent Themes

Exploration

The findings related to the shaping of student views lead to the first theme to evolve separate of preconceived components of an educational outlook. The theme of “increased exploration” emerged across responses to multiple post travel questions. Through the analysis of student transcripts, various responses manifested this theme. The theme suggests that global education and international education travel shape exploration which can be considered an attitude or behavior within an educational outlook that later affects the academic outcome of urban girls of color. Sub themes include “new view on exploration” and “interest in different cultures.” As mentioned in earlier results, students developed new expectations and new perspectives of their abilities and skills. In the same way, students proclaimed that other students like themselves should overcome fears and go outside of their comfort zones. They called students to travel outside of D.C., explore, and try new things. A majority of the girls expressed these sentiments but all of the girls agreed that it is necessary to learn things for yourself instead of listening to the media. After visiting Haiti, they all agreed that the country was completely different than the media portrayed. Following the trip, three of the girls also asserted that a study abroad program was a college “must-have.” While these three girls desire to study abroad, all of the others desire to travel more in general and some now wish to learn different languages after experiencing the language barrier in Haiti.

All of the girls suggested that the trip was an eye opening experience and suggested that others need to be open-minded to different things. When asked to describe

their trip in three words, the most prevalent words were fun/enjoyable, mind-opening/eye-opening, educational, beneficial, and unforgettable. Those now interested in different cultures wish to learn more about other countries and are also open to friendships with people from different cultures. Repeated comments during post-travel interviews and in journal entries suggested that exposure to voodoo in Haiti as well as different foods and languages influenced this change.

Support

The last theme to emerge through the analysis of responses was “support.” Unlike exploration, the theme of “support” may not align with previous ideas nor suggest that support is a factor of an educational outlook that can be shaped by global education or an international education travel experience. It would not be considered an attitude or behavior. It may be connected to a view, but results suggest that most ideas of support are established prior to the participation in the Global Kids program. These possibilities and their implications will be discussed further in the next chapter. As mentioned during the analysis of the educational outlook card exercise, students selected support twice as an addition to the card choices and students mentioned support seven other times as a factor that helped to ensure a positive outcome for urban girls of color. Support was also mentioned countless other times across responses, mainly before travel. Four subthemes emerged. They include “family and role models as sources of guidance,” “family as support vs. hindrance,” “like-minded community,” and lastly, “staff as family.” All of these subthemes undergird the theme of “support.”

All of the girls eventually mentioned the importance of support during their interviews. Although they discussed it in different ways and referenced multiple sources, the two that revealed the greatest pattern were “family and role models.” They were discussed most as sources of guidance. Zykia’s comments capture this subtheme. As previously mentioned, she stated “Parents, like they support you and your education. Children who don’t have parents, doesn’t have a parent like to give advice or talk about school, like you really won’t know what’s best for you.”

In regard to role models as guidance, Kaya was one of two girls who asserted the importance of positive role models. She suggested that girls like her need to have someone to look up to and receive support from. Kaya and Kisha’s role models are both family members. Jada also suggested the importance of role models but she spoke of celebrity role models. Celebrities do not offer support to Jada. However, she stated that “seeing a lot of people in this world who are very very successful doing what they love,” helps to keep her motivated. She mentioned women such as Beyoncé, Oprah, and Alicia Keys. Jada’s response displays a unique reference to role models.

Sisters Naomi and Gabrielle spoke to the subtheme of “family as support.” They stated that their mother not only pushed them but also repeatedly told them that they could do anything they put their minds to and would help them achieve it. For example, their mother supported them and their participation in the Global Kids program even when Naomi and Gabrielle were undecided about traveling to Haiti. Others said their families supported them and the girls had a desire to make their family members proud. Jada stated that her family was one of the only sources of encouragement and support that

she needed. This suggests that she greatly values her family and their support. As mentioned earlier, Kaya has a sister who is one of her role models. In a similar way, Kisha has a sister who plays a very instrumental role in her life while in the navy. Both older sisters are in college and interact with their younger sisters often to offer words of encouragement and support.

On the other hand, when discussing possible dropout challenges, three students suggest that a lack of support can lead to a negative academic outcome. In some cases, instead of families acting as positive support systems, they act as hindrances. In response to pre-travel question 7a regarding factors that may cause an urban girl of color to drop out of school, Naomi replied, “I think an unstable household because if you’re unstable at home, you can’t be stable at school.” Her sister Gabrielle agreed that the lack of a support system could hinder you instead of helping you but shared a different perspective. “Family issues can lead her to drop out of school. Like if you have to take care of your little brother,” said Gabrielle.

Similarly, student responses suggested that a community of friends and peers could either offer support or inhibit support. All of the girls addressed this topic but in different ways. Elena’s response to question 7 ties to this subtheme, “like-minded community as support.” Question 7 in the pre-travel interview asked what the girls felt contributed to the positive academic future of an urban girl of color. Elena revealed the theme of “like-minded community as support” and the previously discussed theme of “family as support.” She said,

I think first it’s parent support, like instead of holding you back, they encourage you to try new things. Second is that your community or your friends, they are

motivated as well as you are, that way it's not just you pushing striving to do this on your own but it's everyone with you that is striving to do the same things.

Her response supports the theme and implies that it is important for your community, people you surround yourself with, to have like-minded goals of doing well in school. Five of the eight girls discuss the alternative to a like-minded community as a source of support. Interestingly enough, when asked about dropout challenges, four of the girls mentioned bullying among peers and one girl mentioned racial discrimination among peers and outside of their community. These patterns manifest the opposite of support, yet still affirm the importance of this factor to positive academic outcomes.

“Staff as support and family” is the last subtheme to emerge related to support. These results are shared below with the analysis of research question 2 responses.

Research Question 2

Research question 2 and its subquestion are as follows: What do urban high school girls of color learn in global education and international education travel programs, and to what extent do their learning experiences result in transformative learning? What role do program leaders play in impacting academic outcomes of urban high school girls? This research question speaks to what students learned through their experiences as well as the role of the Global Kids program leaders. After thoroughly analyzing both the student and staff transcripts, various patterns and themes emerged. This section will highlight commonalities and differences among their responses.

What Did Students Learn?

Following the global education program and the trip to Haiti, students were asked the following questions: Were the global education classes you took before the trip

helpful? Did you participate in classes/seminars during the trip? If so, what did you think about the classes and what did you learn? Besides the material in your classes, did you learn anything else during the trip? All of the students stated that the global education material that they learned during the summer session was helpful during their trip.

Whether material was directly related to Haiti or exposed them to careers in international affairs or different countries and cultures, all of the students felt that the summer session was beneficial. Table 2 displays specific accounts from students regarding what they felt they learned during the summer session prior to the trip.

Table 2. Student Perspectives: What students learned from the Global Gateways Summer Institute (global education)

- | |
|--|
| <ul style="list-style-type: none"> • Foreign policy • International careers • United Nations • Different cultures • Human rights • U.S. involvement in other countries • U.S. comparisons (ex. Security) • Countries are connected and share problems • Different countries and organizations (ex. Syria and the World Bank) • Ambassadors • Leaders of Haiti • Education systems and the importance of education/access |
|--|

The students did not report taking classes or seminars during their trip to Haiti, however many stated that they learned from their interaction with the Haitians. Students not only interacted with Haitians through interviews and recording their documentaries but also reflected on observing native dancers and visiting a hospital and schools. The following table shows student responses regarding learning during the trip to Haiti, despite no formal instruction while abroad.

Table 3. Student Perspectives: What students learned from the trip to Haiti (international education travel)

- “Haitians are proud of their country.”
- Be friendly
- Be open-minded
- Work hard
- Be humble always
- Don’t listen to others or the media
- “Haitians are like one big family. There is a sense of community.”
- Be appreciative
- Homelessness is different in Haiti
- Communication skills
- “Don’t be afraid. Go outside of your comfort zone.”
- “I learned from the Haitians.”

The two tables show the difference between the types of things students learned during the summer classes versus the actual trip to Haiti. The majority of the responses in the first table, Table 2, reflect actual material or field trips the students experienced during the three weeks in Washington, D.C., whereas the responses in Table 3 reflect a variety of things the students learned from personal experiences in Haiti. Many of the responses in the second table, Table 3, overlap with responses discussed earlier in this chapter, reflecting themes categorized by views, behaviors, or attitudes. On the other hand, some of the other comments manifest new realizations about Haiti and Haitian culture. Highlighting these comments is necessary not only because they are unique to this research question but also because several of the girls shared these ideas. Two of the topics shown in Table 3 are from Clara. When asked what she learned besides class material, her response was as follows:

I learned a lot about the culture of the people. Like in the U.S., there are many homeless people, but in Haiti you will see some because of the earthquake but many families I learned that even if they aren’t able to help themselves out like

they help the family out even if they are like bums. They never let them live in the street. They help them out, watch out for each other. I learned that Haitians are a really close community. I was surprised because in the U.S. it's so big and everything and successful but they're not as strong as a community as the Haitians are and that had a strong impact on me.

Following these comments, I asked her to further explain what she meant by the U.S. not being as strong of a community. Clara responded,

For example, immigrants are a part of U.S. culture now but they say they don't belong here and they don't really help people on the streets the way Haitians do. As neighbors, we don't even interact. We barely interact but like Haitians, the whole town of Jacmel knows each other.

Clara's comments suggest a different type of learning that took place outside of the classroom. When staff members were asked to speak to what they felt students learned from global education and international education travel through the program, many of the comments coincided with Clara's comments. All three of the interviewed staff members stated that after learning about global education and international issues, students asked "sharper" and "more thought provoking" questions. Kimberly McClure, one of the founders of the Global Gateways program, said that students began to "dig deeper" after being exposed to the material during the program. Following travel, the staff members' perspectives on what the students learned again corresponded with the student perspectives. One staff member stated that students were able to make connections and compare and contrast Haiti to the U.S. "Students were able to gain a sense of perspective about their own life," said Eddie Mandhry, former Director of the Global Kids Washington Program. He suggested that through the travel component of the program, students began to understand their privileges in the United States, including but not limited to history, economic realities, and education. Although each staff member

spoke about this in a different manner, each suggested the type of learning that Clara's abovementioned comments reflect. Unlike the students, the staff believed that students learned to be more self-managing. The staff suggested that students learned how to rely on their own strengths and rely on the one another for support. Supporting this idea, in Kisha's journal, she mentioned how she was terrified to walk up the steps above a waterfall. She said that if it were not for Clara who held her hand, she would not have done it. At the end of the entry, Kisha wrote, "Doing this was such an amazing experience. This will only happen once in a lifetime. I am so glad that I was able to come to a place like this." Libby Hill, Trainer with the Global Kids Washington Program, stated that it was amazing to see each girl come into her unique strength. She specifically mentioned Kaya who she suggests learned to challenge herself and stepped up as a leader of the group. These things that the students learned during the trip will be explored in the next chapter alongside the concept of transformative learning.

Role of Program Leaders

The sub question of research question 2 sought to uncover the role of the program leaders from the perspective of both the students and the staff members. Prior to travel, students were asked, "What have you done with Global Kids Program leaders so far? What have you learned from them?" Following travel, students were asked, "What role did the Global Kids program leaders play during the trip?" The responses to these questions created a theme of "staff as support and family." Although some of the girls stated that the staff taught them not to judge, that countries are connected, and that every country has its problems, majority of the girls described the three interviewed staff

members as sources of advice, guidance, and leadership. They used the actual word support and words like family, caring, protecting, and encouraging. Kisha, Clara, and Kaya spoke to how they became close to the staff during the trip. Kisha said the staff became like family and the students gave them family related names. The girls named Eddie Mandhry “Uncle Ed.” They named Kimberly McClure “Aunt Kim” and named Libby Hill “Mother Goose.” A majority of the girls also said that these staff members on the trip helped them to understand. They said that they were educators and made learning fun.

Interestingly enough, when the staff members described their interaction with the students and described their role in one word, all of them used the words mentor and advisor. However, Eddie spoke more to his interaction with the males in the program. He stated “with the young males, there is an opportunity to serve as a positive role model, to challenge them on some of their biases, a lot of teachable moments that I may not have when working with girls.” However, he did say that he set high expectations for all of the youth in the program and gave them the opportunity to rise to those expectations. Kimberly also elaborated on her interaction with the students. She has written college recommendations for students, like the other staff members. She also said that she helped them apply for college and prepare for college interviews. Staff members are not allowed to befriend students through on-line social networks but because Kimberly is not officially a staff member, she also kept in touch with previous student participants on Facebook. Kimberly also mentioned going to listen to one of the students sing in a church choir after receiving a personal invitation. “I stay involved with them as much as I can,”

said Kimberly. Eddie similarly stated that “it’s important to remain consistent and in contact with them.” He went on to add one more comment regarding the role of the women staff leaders. He believed that getting exposure to women like Kimberly McClure would have an impact on the girls’ academic outcome and future. “Kimberly exemplifies someone who can come from an underserved community like them and excel,” said Eddie.

Summary of Research Question Findings

This chapter reveals findings from the educational outlook card exercise and research questions 1 and 2 of this study. The results from the educational outlook card exercise suggest that the girls believe that “having a positive view of yourself” is the most important factor to ensure a positive academic outcome. Within the construct of an educational outlook, “having a positive view of yourself” coincides with views. Students specifically made connections between “having a positive view of yourself” and ideas of achieving goals, and persevering despite a number of hardships, including discrimination. This also ties to self-efficacy and the students’ perception of skills and abilities. On the other hand, patterns from research question 1 responses suggest that global education instruction and international education travel may impact behaviors, attitudes, and views of the urban girls of color. Deviance was not evaluated because none of the girls reported being involved in risky behavior prior to travel. In addition, the girls’ experiences with global education and international education travel reveal an effect on the desire to explore and the importance of support both inside and outside of the program. The students’ experiences also connect to their perception and expectations for the future.

Other themes are revealed through responses from Jada and the students with immigrant backgrounds. These themes will be discussed in the next chapter. Lastly, research question 2 further emphasizes the importance of staff as support and family. These findings also reveal the variation and benefits of things the girls learned from both components of the programming.

Table 4. Themes and Key Findings

Behaviors: <i>Engagement</i> <ul style="list-style-type: none"> • Challenge as engagement • Increased class effort and focus • Increased school and community involvement
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Attitudes: *Goals, Motivation and Values*

- New career and college interests
- New expectations

- Family as motivation
- Perception of potential impact
- Perseverance

- New perspective on educational value
- Greater appreciation of basic human needs

Views: *Perception of skills and abilities/Self-Efficacy, Perception of the world*

- Improved perception of skills and abilities

- Tolerance and open-mindedness

Additional emergent themes:

- Increased exploration
 - New view on exploration
 - Interest in different cultures
- Support
 - Family/role models as sources of guidance
 - Family as support vs. hindrance
 - Like minded community as support
 - Staff as family and support
- Jada
- Students with immigrant backgrounds

CHAPTER FIVE

DISCUSSION AND CONCLUSION

Despite the pattern in research that shows consistent low graduation rates of males as compared to females, research by Fine (1999), the National Women's Law Center (2007), and Robinson (2007) suggest that minority females are dropping out of school at high rates as well. Various researchers, including but not limited to Fine (1989, 1991) and Rumberger (1995, 2011), explored the issue of high school dropouts and low academic achievement. These authors, in addition to others such as Robinson (2007) and Schargel and Smink (2001), also proposed theories concerning factors that contribute to students' academic outcomes. These factors include aspirations, academic engagement, self-perception, and world perception. My personal experiences and existing research proving that there are positive benefits of international education travel experiences, such as study abroad, led to the search for studies that would explore this programming for high school students and specifically students of color. In essence, international study experiences could serve as an intervention for students of color traditionally considered at risk for dropping out of school. Although there is an increased effort to increase diversity in study abroad programs on the college level, there are few studies that focus on the secondary level. Unlike existing research, this study focuses on urban female high school students of color and the potential impact their experiences with global education and international education travel, similar to study abroad, can have on their future academic

outcome.

This study attempted to determine whether global education instruction and international education travel would positively impact the educational outlook of urban girls of color and then result in a positive academic outcome including persistence and high school completion. Within this study, the construct of an educational outlook includes behaviors, attitudes, and views the student holds primarily toward education. Using a qualitative case study with background surveys, interviews and document analysis, this study focused on eight urban girls of color who were participants in the Global Kids Washington, D.C. program. In order to examine the effects of global education and international education travel, the girls were surveyed and interviewed during the Global Gateways Summer Institute, a global education summer program, but prior to an educational trip to Haiti. Subsequently, they were interviewed following their return from overseas. During the interviews, the girls participated in a card exercise and were also asked questions regarding their engagement, risky behavior, goals, motivation, values, self-perception, and perception of the world. They were also asked to share what they learned as well as their perspective on potential dropout factors for urban girls of color. Lastly, this study included three staff members to provide supplemental information that would support or refute the responses of the girls.

This chapter discusses the themes and key findings of this study. It also presents implications for policy and practice, limitations, and recommendations for future research.

Discussion of Themes and Key Findings

In this study, themes were organized following the construct of an educational outlook, which includes behaviors, attitudes, and views. These three axes and the specific components of each were determined through the review of literature on student dropouts, student achievement, global education, and study abroad. In the end, the axes and components were utilized during the development of themes. Given these factors, this chapter presents and discusses the key findings in this order as they relate to the existing literature. Other themes and findings that emerged, including an increased interest in exploration, the importance of support, and the potential impact of an immigrant background within this context, are discussed in the same manner.

Behaviors

Within the construct of an educational outlook, behaviors include engagement and deviance. As mentioned in the previous chapter, there were no findings suggesting changes in deviance because none of the girls reported being involved in risky behavior prior to being involved in the Global Kids program. However, results of this study suggest that global education and international education travel may shape engagement and that engagement may be an important factor to later ensure the positive academic outcome of urban girls of color. Although, only three girls selected ‘being engaged’ during the card exercise, post-travel responses revealed themes of “challenge as engagement,” “increased class effort and focus,” and “increased school and community involvement.”

Schernoff and Schmidt (2008) discussed the engagement-achievement paradox and suggested that African American students exhibit high levels of engagement but low levels of achievement. The findings of this study suggest otherwise. Although not all of the students involved in this study identified as African American, they all represented racial and ethnic minorities. When the student participants rated their grades and academic performance over the years, none of the girls rated their grades as fair or poor. All of the girls selected “good,” “very good,” or “excellent.” It is important to note that this study did not capture levels of achievements through actual school grades. However, with the exception of one girl, all the girls stated that they were more engaged in school as a result of the trip to Haiti. Their high levels of engagement and self-reported levels of achievement do not support the engagement-achievement paradox.

Challenge as Engagement

To further contrast this paradigm, the theme of “challenge as engagement” is useful. Elena and Jada were the two students whose comments reflected this theme. In the assessment of all of the girls, these were two girls who exhibited the highest level of thinking through their responses. They both suggested that challenging material engaged them at school. For example, Jada believed that she was engaged in school because of an advanced placement Chemistry class and Elena suggested that it was a good thing that her school was challenging. Despite the challenge, both girls reported engagement their engagement in school and rated their academic performance as “very good,” again juxtaposing the engagement-achievement paradox. Jada was the only girl however who

did not believe that her level of engagement changed after participating in the Global Kids program. This study explores Jada's differences later in this chapter.

Increased Class Effort and Focus

Another key finding was students' increased class effort and focus. While some of the girls, specifically the seniors, credited more engagement and focus to the fact that this was their last year, others such as Zykia, who was the youngest, suggested that she was putting forth more effort and was more focused because of what she saw in Haiti. She suggested that education should not be taken for granted given the lack of education in Haiti. Mickelson (1990) discussed student effort in her research on student attitudes. She argues that limited opportunity affects students' efforts in school (Mickelson, 1990). Findings of this study do not necessarily support or negate Mickelson's argument, however the findings suggest that the argument is a possibility. From these findings, one may conclude that the Global Kids program and the trip to Haiti represent an opportunity that positively affected the efforts of the students. On the other hand, this study also suggests that the seniors' efforts were separate from the travel opportunity and were instead rooted in the desire to graduate.

Increased School and Community Involvement

Ingraham and Peterson (2004) argued that an increase in student involvement would improve attrition or advancement in school. They also suggested that an increase in school integration would lead to an increase in a student's commitment to school and eventual school completion (Ingraham & Peterson, 2004). The results from this study support part of Ingraham and Peterson's arguments. Several students in this study

returned from Haiti and felt that they were more engaged in school and increased or expanded their involvement in school activities. Similar to the findings of Ingraham and Peterson (2004), the involvement of students in this study mirror school integration and suggest that the students may develop an increased commitment to their schools and have a positive academic outcome. Kisha became more involved in her school and showed more commitment by voluntarily joining a group of students to plant trees around her school. She also mentioned that she began to participate in more service projects throughout her school. Although, Ingraham and Peterson (2004) do not address community involvement, this study finds that students also returned from their trip with an increased desire to serve their community. Despite supporting a portion of the study conducted by Ingraham and Peterson (2004), this study does not provide substantial evidence to suggest that student involvement will improve student advancement or attrition in school.

Attitudes

Students' attitudes, including goals, motivations, and value of education showed the second highest number of selections during the educational outlook card exercise. This suggests that students felt that these factors were significant in determining whether they had a positive academic outcome. Similarly, student interview responses suggest that global education and international education travel may help to positively shape students' attitudes toward education and their future. Again acknowledging that there were two interventions involved, including the global education instruction during the Global Gateway Summer Institute in Washington, D.C. and the international education

travel experience to Haiti, it is difficult to determine which program component made the greatest impact on student attitudes. However, close analysis of the students' responses helps to uncover possibilities.

New Career and College Interests

Existing research suggested that the factors impacting aspirations included personal characteristics, family socioeconomic background, social class, academic history, curriculum track, ability level, peer groups, and teachers (Alexander & Cook, 1979; Cooper, 2009; Hubbard, 1999; Jencks, Crouse, & Meuser, 1983; Romo, Kouyoumdjian, & Lightfoot, 2008). However, this study suggests that both global education and international educational travel can shape aspirations as well. The findings of this study show that several girls altered their career goals to include an international focus after they received exposure to the global education instruction provided by Global Kids. The findings also led to the theme of "new career and college interests." Gabrielle specifically mentioned that since her trip to the United States Agency for International Development (USAID) during the summer institute, she no longer wants to be a pediatrician just in the United States or her immediate surroundings, but instead wants to be a doctor to "make a change in the world." Similarly, Zykia said that since her involvement in the Global Kids program, she decided that she wants to pursue a career involving global issues. She made this change despite having the goal of being a doctor since as far back as she could remember. These responses suggest that global education exposure can impact the goals of students.

Other girls referenced the trip to Haiti when they discussed the changes to their goals. Some felt that the trip impacted their goals while others believed that it reaffirmed their interests. One student is now considering going to college on an ROTC scholarship but it is unclear whether this is a result of the trip to Haiti. She did mention speaking to teachers about college when she returned to school so the teachers may have encouraged this change. After looking closely at the findings, the two students that did not see any changes in their career or college goals had two of the most developed career plans and mentioned current experience within their career fields. This possibly impacted these two students' stable aspirations.

New expectations

Also related to goals, findings from this study suggest that students have new aspirations and expectations following their experience in Haiti. Hanson (1994) addressed aspirations and expectations in his research. He stated that aspirations involve the goals one hopes to achieve while expectations are the result of one's knowledge of the world. This assertion suggests that one's exposures to world conditions impact "real" expectations and aspirations were simply dreams. Unlike research by Hanson (1994), this study suggests that expectations can be the result of new experiences or opportunities despite immediate surroundings. This study does not support the idea that students have new expectations because of their knowledge of the world but instead suggests that students can have both new aspirations and expectations because of the "once in a lifetime opportunity," they've experienced, said Naomi. The consistent comments regarding the experience show that the trip to Haiti was unique because their peers did

not previously travel outside of the United States. This suggests that the girls expect to stand out from their peers who have not traveled overseas. The girls' responses also imply that they expect their travel experience to impact their ability to get jobs and access other opportunities in the future but also that they do not expect to have another experience that was as "amazing or memorable." Again, Elena's comment that the trip impacted her and will continue to impact her further highlights the impact that the travel experience had on students' attitudes.

Although various authors including Alexander and Cook (1979), Cooper (2009), and Jencks, Crouse and Meuser (1983) argue that aspirations are shaped by socioeconomic status and material resources, this study does not reflect this argument. All of the students have high aspirations and desires to finish school, pursue college and/or careers. In this case, Cooper (2009) may argue that the girls in this study were not familiar with the college costs and therefore maintained high aspirations; the girls' responses did not capture whether they were aware of the cost for college attendance. As a result, the findings of this study do not serve as evidence to support or refute this idea.

Family as Motivation

Although, few girls selected "being motivated" as a factor important for their academic outcome, during the pre-travel interviews, all of the girls mentioned family members who kept them motivated in school and in life. This created the theme of "family as motivation." Researchers including Hubbard (1999) and Romo, Kouyoumdjian, and Lightfoot (2011) stated that mothers motivated girls and influenced their goals. The findings of this study support that mothers motivate girls but also suggest

that sisters motivate girls as well. Also related to the impact of fellow women on girls' motivation, research affirms that when girls see other minority women without education struggling economically, girls develop motivation to do well in hopes that they will not face the same hardships (Hubbard, 1999). Research conducted by Hubbard (1999) suggest a correlation with the findings of this study given that many of the mothers of the girls in this study did not reach high levels of attainment and experienced various forms of hardship. In addition, most of the sisters mentioned in this study represent women who reached high levels of educational attainment and the girls consider them successful sources of motivation.

Following travel, the fact that four girls noticed changes in their level of motivation and four did not, calls into question whether international education travel and global education has a strong impact on motivation. There is little research to suggest that these programs have an impact on student motivation; however, Kauffman, Martin, Weaver, and Weaver (1992) suggested an improvement in students' academic performance. The findings of this study do not provide evidence to support the idea that global education and international education travel affect student motivation in the same way as family support. However, the study does suggest that the potential impact of the experience motivates students after they return. This relates to the notion of the expectancy-value model implied by Romo, Kouyoumdjian, and Lightfoot (2008). They argued that if girls' expectancies of what was attainable, including school success, increased and they received support in the process, there would be a positive academic outcome (Romo, Kouyoumdjian, and Lightfoot, 2008). The results of this study and

particularly the theme of “potential impact” support this idea. Following travel to Haiti, half of the girls mentioned now being motivated by their new awareness of international careers and their belief that they could obtain these careers and also impact their communities in different ways. This speaks to the idea of expectancy-value and suggests that girls in this study experienced increased academic motivation as a result of their positive perceptions regarding the possibility and value of the international careers and community influence.

In addition to the potential impact of the experiences, this study’s findings suggest that following travel, knowledge of the people in Haiti and their struggles with limited access to education motivated the girls. This further implies that in the end, the girls received encouragement from what they saw in Haiti and developed more determination to be perseverant, persistent, and not give up on their education and goals. A study on participation in study abroad programs at the University of Dallas that revealed a correlation between study abroad participation and persistence supports these findings despite this study’s focus on high school students (Young, 2007).

In addition, although this increased persistence emerged from the girls’ experiences abroad, these findings also align with those of Gottfried, Gottfried, Morris, and Cook (2008). They found a relationship between academic intrinsic motivation and pursuit of goals (Gottfried, Gottfried, Morris, & Cook, 2008). On the other hand, their findings provide evidence for what this study is unable to confirm. Through a longitudinal study Gottfried et al. (2008) were able to show the relationship between low academic motivation and outcomes including low academic achievement, school

retention and dropout, and less school engagement. Lastly, although Kao and Tienda (1998) argue that “a state of mind” motivates students to strive for success and shapes aspirations, the findings of this study suggest that this may be true but that the “state of mind” may be strongly influenced by those who provide support (p. 352). The idea of support and its importance to minority girls’ academic outcome will be explored later in this chapter.

Overall, this study suggests that international education travel and global education may affect the motivation of some urban girls of color but also suggests that family support may play a different yet large role in students’ motivation. In the cases where students’ motivation did not change for the better, a majority of these girls were from families with immigrant backgrounds. Possible explanations for this will be explored later in this chapter as well.

New Perspective on Value of Education and New Appreciation of Basic Human Needs

Through questions regarding students’ view on the value of education both pre and post travel, responses revealed two themes. Findings suggest that following the girls’ experiences with Global Kids, they had a new perspective on educational value and a greater appreciation of basic human needs. During the card exercise, students rated “valuing education” within the second highest group of factors that contribute to a positive academic outcome. Findings revealed consistent thoughts that if students did not value education they would decrease their efforts and possibly drop out of school. Jada suggested that valuing education was important because it had a sequential effect on other factors such as engagement and motivation. Unlike the majority of the girls, Kaya

actually stated that she exhibited behaviors that would suggest that she did not value education. She said that she reminded herself of the long-term benefits of education and then continued to work hard.

Kaya's response regarding attitude, suggests an alternative to the attitude-achievement paradox, discussed by Mickelson (1990). The attitude-achievement paradox is grounded in the idea that students exhibit abstract attitudes and concrete attitudes. Mickelson (1990) stated that abstract attitudes toward education reflected hopes of upward mobility and success through education while concrete attitudes reflected opportunities that were available in one's environment. She asserted that students' concrete attitudes were based on the witnessed experiences of important adults in their lives. This suggests that if a student sees their parent struggling with education or reaping little benefit from their education, as a result, the student will believe that education does not have value and have a negative attitude toward education. In this scenario described by Mickelson (1990), abstract attitudes would be high because the person believed in the value of education but concrete attitudes would be low because of unequal outcomes they witnessed in their family and immediate community. The findings of this study do not support these ideas. Perhaps the international experience had an effect that could be considered in future application of this theory. Again using Kaya as example, she provided a different perspective on attitudes. Although Kaya mentioned her struggle to remain positive and engaged in her education, she also suggested that she was able to regain focus and progress in her studies. Kaya lives in a single parent home and is unsure of her parents' educational attainment although she believes that they both graduated

from high school. One can assume that Kaya did not witness her parents' success with education; however, this does not appear to result in Kaya undervaluing education. Her situation, as well as many of the other girls who come from households with little exhibited academic success among their parents, suggests that concrete attitudes do not have to be a direct reflection of adult experiences in close proximity to the student. Perhaps, there does not have to be a difference between abstract and concrete attitudes at all.

The responses from students following their trip to Haiti also imply that student attitudes were impacted by witnessing and learning about Haitians working hard to reach their goals and obtain an education with fewer resources than the girls saw in their own family and community. In addition to access to education, students referenced an increased consciousness of water and energy usage given limited access to these resources in Haiti. These consistent findings created the theme of "greater appreciation of basic human needs" and suggest that the girls' ability to witness people with less resources than they had, positively impacted their attitudes toward education.

Views

Self-Efficacy/Improved Perception of Skills and Abilities

Existing research on study abroad and global education highlights countless benefits including personal growth and altered views of themselves and the world (Bachner & Zeuschel, 2009; McClellan, 2010; McKeown, 2009). Bachner and Zeuschel (2009) indicated these benefits in their study. They found that high school exchange students experienced cognitive changes, applied what they learned, and influenced others

following their exchange (Bachner & Zeutschel, 2009, p. S47). Although the Global Kids participants were involved in a two-week international education travel program and not involved in an exchange program, the findings of this study align with those of Bachner and Zeutschel and also support the themes of “improved perception of skill and abilities” and “self-efficacy.” During the post-travel interviews, students echoed one another mentioning either recognized or perceived positive changes in their social skills, communication skills, problem-solving skills and ability to adapt. Staff responses were also similar to the students’ in that they recognized improved communication skills and students asking more critical questions. These findings support the research of McKeown (2009), which stated that students began to think more critically and as a result, asked more critical questions. This study’s results also parallel McClellan’s arguments in regard to high school students. McClellan (2010) similarly asserted that high school students also experienced intellectual development following international education travel.

In the same way, this study again parallels the findings of Ingraham and Peterson. They found that students who had educational experiences abroad not only returned with improvement in problem-solving and developmental skills, but also experienced increased confidence and self-reliance (Ingraham and Peterson, 2004). The staff of Global Kids referenced these same ideas and said that they recognized increased confidence in the girls through the completion of the travel experience. The two female staff members specifically spoke to instances where they saw the girls assuming positions of leadership and participating in activities such as dancing. These types of actions exhibited behaviors that were outside of many of the girls’ normal character and

suggested increased confidence. Following travel, the majority of the girls stated that they now felt confident teaching their peers what they learned. Kaya's responses prior to travel alongside her later responses further emphasize the potential impact of international educational travel on students' self-perception. Kaya initially openly discussed her struggle with self-esteem and confidence. She stated that she often doubted herself, struggled to ignore negative comments from "mean people," and found herself relying on her mother and sister for encouragement. Although, she did not return stating that all of her struggles were non-existent or even diminished, she expressed confidence in her ability to share what she learned with her peers and family members. She also stated that she believed that she could make even more of a difference than she was previously making with her sister in the community. This supports the positive benefits of international education travel on students' self-efficacy and also suggests a possible intervention for issues of self-esteem that may hinder academic achievement.

New Perception of the World

In addition to shaping students' perceptions of their skills and abilities, this study's findings also suggest that both the global education instruction and international education travel may shape students' perception of the world beyond their communities. Ingraham and Peterson (2004) stated that students experience personal growth due to learning in "small group unfamiliar settings" (p. 93). They went on to mention a student who said that being outside of his or her normal environment helped to create a clear self-perception and view of his or her values. These statements speak to the importance of both small group learning and being removed from normal surroundings. Ingraham and

Peterson (2004) argued that small group learning in unfamiliar settings was vital to student learning abroad and this study supports this idea. The 8 participants of this study went abroad with a total of 10 girls and 4 boys. Of the eight girls, five previously went abroad before for reasons other than academics and three did not have prior experiences abroad. Despite previous travel experiences, none of the girls previously participated in an international education travel where they would travel to an unfamiliar setting and have hands-on learning experiences with a small group of students.

Related to the topic of world perception, few students selected “having a critical and broad view of the world” as an important factor to ensure their positive academic outcome and no one stated that “being engaged and active in global affairs” was an important factor. Later interview responses reflected their thoughts on these ideas and their perception of the world. The most consistent responses reflected increased tolerance and open-mindedness. Mirroring the study of Picard, Bernadino, and Ehigiator (2009), Zykia returned from Haiti showing more empathy for others. When asked what was the biggest change she saw in herself since the trip to Haiti, she stated that she now respected Haitians at her school. This implies that after seeing the conditions Haitians come from and the current conditions of the country, that she empathized with them and developed a newfound tolerance. Although from a family with an immigrant background, Elena’s responses also suggested that she saw Haitians in a different light following the trip. She mentioned with a tone of shock, “Haitians have more similarities (to us) than we think they do.” All of the girls completed the two evaluated components of the program. However, some did not report new international perspectives. The overall findings

support the idea that the experiences resulted in enhanced international experiences, proposed by Bachner and Zeutschel (2009). Seven of the eight girls returned from Haiti suggesting that they were more open-minded as a result of what they saw in Haiti, versus what they previously believed.

Davies and Pike (2009) specifically focus on the following benefits of global education: teaching students about global connection and interdependence, global systems, issues, and instilling a cross-cultural understanding and greater awareness of future choices (p.63). Other global education objectives highlighted by Phillips and Schweisfurth (2008) were as follows: learn to communicate interculturally, analyze critically, challenge their role in the world, examine conflicts and seek resolutions, empathy for others, social justice. They further suggest that students should not only connect to the material mentally but also emotionally (Phillips & Schweisfurth, 2008). The findings of this study reveal differences in what students learned from both the travel and global education instruction. Despite the possibility of overlap and the inability to guarantee direct correlations between specific program components and the affect on student views, responses helped to reveal possible impacts. Students' responses suggest that they mainly gained knowledge of specific international topics through the global education instruction, similar to ideas presented by Davies and Pike (2009). The students' comments also supported the previously mentioned idea that students gained more personal growth in the form of skills and realizations about themselves and Haitian culture through the travel experience. On the other hand, staff members' responses regarding the effects of global education on the students paralleled the objectives

forwarded by Phillips and Schweisfurth (2008); specifically, ideas of analyzing critically, challenging their role in the world, and examining conflicts and seeking solutions. Kimberly McClure, one of the founders of the Global Gateways summer program, witnessed students digging deeper into issues after being exposed to global education material and another staff member stated that students were able make connections between the U.S. and Haiti as well as propose solutions to certain problems. For example, as mentioned in the findings, Clara's newfound interest and desire to be involved in politics suggests that she began to reevaluate her role in her community and beyond. She also began to question the role of the U.S. in global affairs and suggested that the U.S. could do more to aid countries in distress. Clara's responses are unique and suggest the possibility of transformative learning or critical consciousness along with some of the other girls' responses. The girls who stated that their perceptions of the world changed, most commonly stated that they felt it necessary for people to not listen to what the media and others may teach about the world.

Critical Consciousness, Transformative Learning, and Service Learning

Student responses affirm literature regarding the aims of transformative learning and critical consciousness. Mezirow (1991) stated that one goal of transformative learning was to assist individuals with learning to “negotiate meanings, purposes, and values critically, reflectively, and rationally instead of passively accepting the social realities defined by others” (p. 3). In the same way, service learning also challenges identities and requires students to not only accept what they hear but also produce their own knowledge (Felten, P. & Clayton, H., 2011). The students' experiences with service

learning in Haiti and their subsequent views about the media reflect the abovementioned ideas of Felten and Clayton (2011). Many of the girls' responses including Zykia and Elena also support the findings of a study conducted on the educational value of the University of Oregon's School of Journalism and Communication's international internship program in Ghana. The findings from that study showed that students experienced transformation by leaving their comfort zones in the United States (Steeves, 2006). Similar to the students in that study, many of the Global Kids girls set aside their preconceived judgments of Haiti and the Haitian people and developed a respect for the Haitian culture (Steeves, 2006). While the findings of this study support some of the previous studies and existing literature on transformative learning and critical consciousness, it is unable to speak to the future outcome of students as in Felten and Clayton's (2011) research. Felten and Clayton (2011) stated that service learning programs have "a small yet significant effect" (p. 77) on students' behavior, engagement, personal, academic, and social outcomes. Given that this study on the Global Kids female participants does not span a long period of time, it does not provide evidence to support Felten and Clayton's claims regarding outcome. However, this study does suggest that service learning may shape proposed components of an educational outlook including student behavior and engagement, and that impact on future outcomes is possible.

The dissimilarities between the staff and student views on what the students gained from each component of the program further shows the difficulty in deciphering benefits. Nonetheless, the findings still provide evidence that the overall program does meet many of the objectives of the global education and international education travel, as

explained by the abovementioned researchers. This also suggests that many of the general objectives and benefits are attainable with urban high school students of color as well.

Additional Emergent Themes

Exploration

Following the same pattern of new views, an additional theme emerged that was not initially tied to a preconceived component of the educational outlook construct. It was the theme of “exploration,” encompassing subthemes of “new views on exploration” and “interest in different cultures.” Consistent findings warranted this theme as the girls’ responses to interview questions both pre-travel/during the global education summer program and post travel suggested that global education and international education travel shape perspectives on exploration.

The thorough analysis of the girls’ comments regarding their career and college interests provided evidence supporting the impact of both components of the program on the girls’ educational outlook, specifically views of exploration. As mentioned, girls including Zykia, Naomi, and Gabrielle already expressed an interest in changing their career goals to be internationally focused. These girls stated that their choices were a result of being in the program. Zykia specifically referenced a field trip during the summer session in D.C. that impacted her new interest in a global career. These findings suggest the importance of global education on the shaping goals and exploration of careers.

Again following travel to Haiti, other girls’ interview responses reflected new career and college interests. In some cases, students reaffirmed their interests especially

in the cases of the girls previously mentioned, namely Zykia, Naomi, and Gabrielle. The girls who suggested an interest in exploring more international career options and college after they returned from Haiti implied that they were now aware of more options.

Kauffman, Martin, Weaver, and Weaver (1992) find that college students have changed their career plans and college majors after studying abroad. Although, their study focused on college students, the results were similar. The findings also suggest that the international experience, similar to study abroad discussed by McClellan (2010), influences students' decisions after the trip. However, in the end, it is not possible to determine whether the girls will actually pursue their new interests.

An earlier study focusing on high school students also reaffirmed that students might return with increased interests in different languages and a better understanding and interest in different countries (Early Michigan Association of Secondary School Principals, 1967). An increased interest in different languages and cultures also manifests the theme of "exploration" and the possible impact of their recent experiences. Kisha is but one example of a girl who desires to learn several languages as a result of experiencing what it was like to not be able to communicate in the primary language of Haiti. In addition to these interests, students reported being more open to friendships with people from different ethnic backgrounds, different foods and religions, and more traveling. Elena is one of the girls who said that study abroad was a "must-have" program for the college she attends in the future. Lastly, a consistent response that was not captured in much of the literature involved international education travel as a means to exploring beyond students' immediate surroundings. Students repeatedly challenged girls

like themselves to step outside of their comfort zones, leave D.C., overcome their fears, not listen to myths from the media or peers, and instead experience “something new” and “learn for yourself.”

Despite the lack of literature on international education travel and exploration specifically for students who have had little exposure outside of their communities, research discussed in this section does imply that race and class may be connected to the idea of students of color having experiences outside of their immediate surroundings. These factors may also be related to possible effects of study abroad for this population.

Downey, Ainsworth, and Qian (2009) argue that “strategic cultural resources” (p. 1) are not available to minorities in their environments. They suggest that as a result of not having access to these resources that would include global education and international education travel exposure, minorities were not able to reap the possible benefit of high academic achievement (Downey, Ainsworth, & Qian, 2009). This has been described as the blocked opportunities framework that suggests that minorities experience structural barriers to certain resources (Downey et al., 2009). While the findings of this study do not provide substantial evidence to support the arguments of Downey et al., the backgrounds and responses of the girls alongside research showing that studying abroad is most common among white and middle to upper class students, does suggest disparities in such opportunities. It also relates to the girls challenging other girls of color to leave their comfort zones and explore new places and new things. In the words of Naomi, “there is no use in staying in D.C.” These ideas make for the continued questioning of the reasons for low minority study abroad participation, including high

school exposure and participation given literature, although limited, that suggests benefits for minorities. For example, Picard, Bernadino, and Ehigiator (2009) suggest that minority students see the world outside of their experiences following study abroad. This may in turn impact their future academic outcome.

Support

In addition to the idea of exploration, the findings of this study also suggest another factor that is important for the academic success of urban girls of color. Students referenced support numerous times although it was not previously included in the construct of an educational outlook or the review of literature. One can argue that the importance of support is implied in literature pertaining to motivation and factors influencing goals. Specifically, peers, teachers, and family were mentioned in existing literature as factors influencing goals. Although the girls stated that these groups influenced their goals, they also spoke about them in other ways suggesting that support played a more vital role in their academic career and overall outcome as an urban girl of color. This would also explain the lack of selections during the card exercise that suggested “being motivated” was not important to an urban girl of colors’ academic outcome. Instead of selecting “being motivated,” students’ responses echoed the importance of support.

The following subthemes of support emerged from the findings: “family and role models as sources of guidance,” “family as support vs. hindrance,” “like-minded community,” and “staff as support and family.” While the first subtheme of “family and role models as sources of guidance” coincides with existing literature on motivation and

goals, the other subthemes mentioned above may provide information that may be useful and different from what authors reference when considering student academic outcomes.

The findings of this study suggest that family is not only an important source of guidance or motivation but that it is important that families encourage students to explore new things. For example, Naomi and Gabrielle as well as many of the other girls mentioned that their parents supported their decision to participate in the Global Kids program and travel to Haiti. Although only two of the girls mentioned support as a factor necessary to ensure a positive academic outcome, research firmly supports the importance of parents' influence and support to minority girls' educational goals (Romo, Kouyoumdjian, and Lightfoot, 2008,). This is important to note because for this population of students, parents supported their children, although a majority of the parents did not have previous travel experiences abroad in a similar capacity nor attain high levels of education. This is often not the case for students who seek to study abroad from wealthy or middle class families. The Global Kids program provided a structured and commonly inaccessible opportunity for urban students of color. This suggests that it is important for parents, who may be unfamiliar and possibly wary of opportunities presented to their children, to support their children. Parents should also encourage their children to experience more than they have in their education and travel. This was also the case for my personal experience. The discussion of program support also suggests that the staff play an important role in shaping students' academic outcomes. In addition, this type of support is also the opposite of what the girls stated would cause an urban girl of color such as themselves to dropout of school. The girls argued that instead of

providing support, some families could be unstable or filled with issues, and proposed that the student had other responsibilities to the family that superseded education. The girls strongly suggested that these things could negatively impact their ability to complete school and have a positive academic outcome.

Another topic that is not addressed in existing literature pertaining to this population of students is the student perception and experience with bullying and discrimination. The findings of this study suggest that bullying and discrimination may be factors having a detrimental effect on urban girls of color, their educational outlook, including their motivation and perception of themselves, as well as their school completion and overall academic outcome. Several girls mentioned that their community and peers, the people who surrounded them, whether they chose to be surrounded by them or not, had an impact on their self-perception and their perseverance in school and life. The students' frequent and uninhibited comments about bullying and discrimination suggest that these are relevant topics for this student population.

As mentioned during the discussion of parents' support of student exploration, this study's findings imply that adult staff members play a vital role in shaping students' educational outlook and ultimate academic outcome. Although the results of this study suggest that the students developed their ideas regarding the importance of support prior to Global Kids program participation, the theme of "staff as family and support" emerged fully following travel. Before travel some students stated that the staff members taught them about different countries and provided leadership. However, the majority of the responses following travel included words like support, family, caring, protecting,

encouraging, advice, and guidance, when the students described the role of the staff members. The use of these words to describe the staff members alongside student quotes directly referring to the staff members as family, even assigning family names, suggests that the role of staff members were important. The staff members saw their roles as advisors and mentors. They also stressed the importance of consistency and continued assistance and involvement in the students' lives. Eddie Mandhry, the previous Director of the Washington program and a male traveling with the students, commented on his relationship with the female students versus the male students. He believed that he had more teachable moments with the young males. In regard to the female students, he saw the impact of adult female staff on female students and therefore spoke to the importance of this interaction. He also mentioned the importance of the girls working closely with staff who are like themselves and are successful in internationally focused careers. His comments further suggest that staff members, and female staff members in particular, can play an important role to support the academic future of urban female students of color. This finding supports the notion of "othermothers" (Collins, 1990; Robinson, 2007). The idea of "othermothers" suggests that African American women in roles where their primary responsibility is to educate, can act as "community othermothers," influencing the academic outcomes and accepting a sense of responsibility for the welfare and development of the African American girls with whom they develop relationships (Robinson, 2007, p. 192; Collins, 1990, p. 178, p. 191).

In addition to these factors, this study also implies that the staff interaction and involvement with the students should also reach their parents. Again given that most of

the parents of this student population have not traveled abroad in a similar capacity, staff must be able to develop a relationship and communicate with families in order to make them feel comfortable with a program focusing on issues that they may not feel are relevant to their education and also taking their children overseas. Although, this study suggests that program staff should play a supportive, almost family-like role in students' lives, existing literature does not speak to the importance of program staff to the academic outcome of students of color.

Jada: A Unique Case

While the findings of this study mainly support the hypothesis regarding the impact of global education and international education travel on the educational outlook of urban girls of color, one student, namely Jada, served as an example of a distinct effect. Unlike all of the other female student participants of this study, following the completion of both the global education summer instruction and the trip to Haiti, Jada stated that she did not have an interest in international affairs. Like many of the girls, she did not previously have knowledge of international affairs but her perspective on the world differed greatly. Prior to traveling, when asked how they viewed the world, many of the girls mentioned things such as wars and unfairness. While Jada agreed that the world was not "in the place that it should be," she made it clear that she never followed the news and what was going on around the world. She then made the blunt statement, "but I know where I am, I'm fine, my family is fine and I know that anything can happen at anytime but that's just something that you have to live with because you don't really know." Although during her interview, she stated that she was distraught by a video she

saw about Haiti during the global education portion of the program and she witnessed issues of access to resources in Haiti, both her lack of interest in international affairs and her perspective on U.S. involvement in other countries did not change. Prior to traveling she believed that part of the problem was that too many people felt that they had the solution to problems and as a result things were not getting resolved. Following the trip, she shared the same sentiments and stated that the U.S. should mind its own business. She also stated that international affairs and foreign policy was still “not (her) thing.” She stated that she did not have an interest in it and didn’t want to get involved in it. These comments were strikingly different from any of the other girls and warranted further analysis as they seemingly refute this study’s hypothesis. It is first necessary to assess Jada’s background and other responses regarding proposed components of an educational outlook prior to her international education travel experience.

The findings show that Jada did not select “having a positive view of yourself” as an important factor to ensure her positive academic outcome. She was the only girl who did not select that factor during the card exercise. During interviews, she spoke mostly about being self-motivated, motivated by her family, and motivated by seeing people such as Beyoncé, Oprah, and Alicia Keys who were successful doing what they loved. She stated that her family was one of the only sources of encouragement and support she needed. She also felt that challenging material presented to her in classes kept her engaged the most. She also shared an extensive list of career goals. In the end, Jada recognized few changes in herself following her exposure to global education and international education travel. She felt that her biggest change was that as a result of

witnessing limited access to water in Haiti, she was more conscious of her water usage in the United States. She also saw more value in education and felt motivated by seeing students in Haiti who did not have access to education. Despite her changes with regard to valuing education and water usage, Jada suggested that overall there were no changes. One possible explanation for the differences that Jada exhibits is in her background. She previously experienced extensive travel, although not education-related, with her mother and father because her mother works for an airline. She also constantly referenced the importance of her family. Even during her travel, she wrote in her journal that she missed her family. She also mentioned that she enjoyed helping people and volunteering at church with her family. This suggests that her family provided a great deal of support and she felt it was sufficient. As mentioned in Jada's profile, Jada was one of the most advanced students interviewed. Her responses exhibited this as well as the advanced placement classes she referenced. This, as well as her specific goals, could have impacted the inability of the programming to shape most of her behaviors, attitudes, and views.

Although Jada's case suggests that the hypothesis of this study is not true, her responses and journal entries suggest instead that students with her background, strong views, and family foundations can still reap positive benefits from programs like Global Kids. However, these factors as well as extensive previous international travel for leisure, may affect the ability to impact students' educational outlook. On the other hand, due to their already positive behaviors and attitudes, it may not be necessary.

Despite Jada's overall disparate responses, in her last journal entries and post-travel interview responses, she was able to speak to the importance of her experience

with Global Kids and think of ways that it could positively impact others although she was still not interested in international affairs. In her last journal entries, she stated that she was surprised by what she learned about voodoo. She was able to see similarities between her religion and that of Haitians. She also said that she was going to miss the Haitian students that she met while there. Jada concluded her interview with the following response:

I would tell them (other urban girls of color) that it is okay to learn about other things than what you have learned about. You might not be exposed to a lot of things that's going on in the world so if you have the chance to go to another country it's ok. Like you can learn more than what you learn about just being in the city. You have a chance to interact with other people than you would interact with on the regular. I think it's ok to broaden your horizons instead of sticking to the norm and all in all it will make you a better person, it can make you more engaged and more motivated in education. I think they will have a better view on things, just like I do after I came from Haiti.

This response suggests that although she may not recognize as many effects from the experiences with Global Kids, she recognized some and believed that it would impact other urban girls of color who may not have previously had exposure to different things. She later stated that she believed that her experience in Haiti would impact her in the long run although she had no interest in international careers or issues. She indicated that she knew more about what was going on in the world after participating in the Global Kids program and could perhaps discuss topics that she learned and share her experiences with her peers in an effort to expand their interests. "Even though I'm not interested in it, maybe this will interest them into studying something like this. So that's the number one way this would impact my future -- helping people," said Jada. Although Jada's

responses were mostly different than the other girls, she reflects the possibility of a positive impact even on urban girls of color with uncommon backgrounds.

Students with Immigrant Backgrounds: A Separate Group?

In the beginning of this study, it was not anticipated that this study would generate findings pertaining to immigrants and education. However, given the unforeseen demographics of the student participants and variation of responses, differences in students with immigrant background became apparent. Findings of this study suggest that students with immigrant backgrounds may share unique experiences and consequently unique effects from the Global Kids program components. As mentioned in the student profiles, Zykia, Clara, and Elena have families with immigrant backgrounds. While both Zykia and Clara spent time in school in their countries of origin, all three girls spent significant time in their respective home countries. Of the three girls, Zykia has been in the United States for the least amount of time. She moved to the United States from Angola in 2008. Clara was born in El Salvador and went to school there for a portion of her fifth through eighth grade years and Elena's family is from Honduras. Aside from visiting and living in these countries, the girls did not travel to any other countries, with the exception of Elena who also traveled to El Salvador for a church mission trip with her family. The analysis of the students' interview responses and specifically Clara's journal entries almost suggest a different subject group and imply that their immigrant backgrounds may provide an explanation.

Like all of the other girls, Zykia, Clara, and Elena stressed the importance of their family as a motivating factor and the importance of support. However, comments made

by these three girls suggest a greater dependence on parental support and therefore suggest a deeper influence of immigrant parents. Elena stated that parent support, “like instead of parents holding you back, encouraging you to try new things,” was the most important factor contributing to the positive academic outcome of an urban girl of color. Zykia echoed Elena and suggested that support from her parents was important because without their advice, she would not know what was best for her. These responses support the idea that children with immigrant parents have goals shared by their parents that become “self-fulfilling prophecies” as immigrant parents continue to support their children and hold high aspirations for them from the elementary years through college (Raleigh and Kao, 2010, p.1099-1100). Other comments referring to the importance of motivation from parents and parental support were as follows:

I don't want to be like my mom. Even though like back in the day she was not able to finish school or go to college or follow her dreams. So I want to do something different than my mom and finish high school, go to college, follow my dreams and finish, so I can help my mom. (Zykia)

What keeps me motivated is usually my parents because I know my parents sacrificed a lot for me and they aren't in the best condition health wise so they've influenced me also in my career, like being a doctor and a nurse. They are the ones who help me keep going on. (Clara)

Both of these comments speak to the importance of parents as sources of motivation and also suggest that the sacrifice parents made for their children in regard to their education in their home countries also played a role in their influence on their children. Romo, Kouyoumdjian, and Lightfoot (2008) stated that as it pertains to immigrant mothers and their daughters, “immigrant mothers encourage their daughters to take advantage of

educational opportunities available in the United States so they can have a better life than the mothers themselves currently experience or experienced growing up” (p. 104).

This notion provides a possible explanation for the girls’ references to their parents and sacrifice. In addition to sacrifice, this study’s findings suggest that parental approval plays a vital role in the decision-making of girls with immigrant backgrounds. Both Zykia and Clara mentioned early on in their pre-travel interviews that they had to convince their parents that going to Haiti was safe but they eventually gained their support and approval. Clara suggested that the fact that her dad knew the instructors and that other kids were going helped gain his approval. Following the trip, the girls mentioned that their parents were happy that they went. Clara’s dad even bragged to family members about the experience his daughter had in Haiti. In addition to these signs of approval, Clara’s responses also spoke to the influence that her parents have on her decisions regarding sexual behavior. When discussing what keeps her motivated in school and life, Clara stated, “my dad always tells me there are many pregnant girls in my school so he tells me to be careful and that I should be around good influences.” Clara is the only girl of all of the study participants that mentioned their parents’ influence on their decision to avoid risky behavior. These findings support studies of Latino adolescents that revealed a positive relationship between support and approval from immigrant parents and children more focused on education with high educational goals and a tendency to avoid sexual behavior (Plunkett & Bamaca-Gomez, 2003; Romo, Kouyoumdjian, & Lightfoot, 2008).

There were also comments from these three girls that stood out prior to travel when all of the students participants shared factors that could encourage an urban girl of

color to dropout of school. Zykia immediately suggested that issues pertaining to school difficulty as well as limited money and access to transportation might prevent students from completing school. She thought back to her experiences in Angola and stated that in the U.S. everyone went to school but “back home” in Angola, some could not go to school because their parents did not have money to send them to school or the distance to school was too far for a child to walk. She also indicated that from her experiences, school in the United States were more difficult than in Angola and suggested that if a student was an immigrant in the United States they might find school too difficult and drop out. Similarly, Clara mentioned dropout factors that specifically related to immigrants. As mentioned in the findings, Clara indicated that “having a positive view of yourself” was important for an urban girl of color because racial discrimination might influence her decision to drop out of school. She made this comment as a result of her cousin’s experience. Her cousin experienced discrimination because of her Latina background. While working at a fast food restaurant, a customer asked her why they hire Mexicans, first disregarding her true ethnicity and also suggesting that immigrants should not be working in the United States.

The findings of this study show that the experiences of students with immigrant backgrounds shaped their view of factors that may contribute to an urban girl of color dropping out of school. The findings also suggest that their backgrounds and experiences impacted the effect the global education and international education travel had on their educational outlooks. One of the main differences among this group was the change to their perception of the world and people with different cultures. As mentioned in the

findings, Clara returned from Haiti with an increased interest in politics and a new desire to get involved. She also believed that the United States should do more to assist countries in need such as Haiti. This was a view that all three girls shared prior to travel. They all saw the need for U.S. involvement and unity amongst countries but Clara was the only one to stress these new interests and desires. Zykia and Elena, uniquely returned from Haiti with a new view of people from different cultures. Although most of the girls involved in this study returned stating that they were more open-minded to cultures and new experiences, Zykia and Elena suggested a new respect and tolerance of people from different cultures including Haitians. They both felt more comfortable with seeking friends from different cultures. Elena also concluded that Haitians wanted the same things as people from other countries, suggesting a new awareness of similarities and Zykia specifically mentioned reaching out to Haitians in her school once the school year began.

In addition to these comments, the girls made statements showing that the girls developed a new perspective on their place in the world and a new perspective on problems in the both in the United States and other countries. All three of these girls suggested an increased amount of concern for people from other countries. Elena even mentioned that exposure only to your immediate surroundings did not allow you to be concerned for other people. In a distinct way, Clara's comments resonated through the transcripts. During her post-travel interview, Clara stated, "in America it's the pursuit of happiness, like you can achieve whatever you want." Her comment implied that she realized countless opportunities for her to do more than she previously thought, given

what she saw in Haiti as well as her exposure to different international organizations during the summer institute. She later analyzed the issue of homelessness in the United States and Haiti. She reflected on the lack of homelessness in Haiti and concluded that there was a greater sense of community in Haiti than in the United States as she learned that Haitians would commonly allow other Haitians, although sometimes strangers, to live with them. Clara then made a connection to immigrants in the United States and argued that not only does the United States ignore those who are homeless but also treats immigrants as if they do not belong and although many share U.S. citizenship, few interact across cultures. These comments were profound, speaking to her experience as an immigrant and also providing support to many of the proposed benefits of global education and international education travel. Phillips and Schweisfurth (2008) argue that global education helps to instill in students an international perspective where they have a “sense of belonging and responsibility to the global community” (p. 46). They argued that through global education, certain skills, attitudes, and behaviors were developed including the ability to analyze critically and challenge their place in the world (Phillips & Schweisfurth, 2008). The girls’ responses also support both ideas of Freire (1979) regarding critical consciousness and arguments of other researchers indicating benefits of international education travel. Freire (1979) holds that some of the effects of critical consciousness were an increased ability to analyze problems and “an acceptance of responsibility in matters concerning others” (p.18). Other scholars argued that students often returned from international education travel experiences as different people and

looked at the world with new eyes and a new view of their place in it (Eyler & Giles, 1999; Kauffman, Martin, Weaver, & Weaver, 1992).

The responses previously mentioned connect to the ideas of these authors. It is necessary to note that the findings of this study do not suggest that all of the student participants developed a concern for others or experienced an increase in analytical skills as it pertains to their place in the world. However, the findings of this study overwhelmingly suggest that the girls with immigrant backgrounds may experience different effects from their peers who had more insular or constrained backgrounds as it relates to exposure to developing countries. These findings suggest that students with experiences outside of the U.S. that not only exposed them to issues of disparity but to sacrifices of family members who are immigrants might experience positive yet different effects from participation in programs such as Global Kids.

Implications for Policy and Practice

This study provides numerous implications for policy and practice in different areas, ranging from secondary schools to both local and federal government. Existing research shows that there is limited access to global education and international education travel experiences for students of color at the post-secondary level. Paired with the limited research on the exposure secondary students receive, this study implies the need and, in some cases, the reintroduction of global education in more high schools in the United States. Research affirms the need for an increase in global education instruction at the K-12 level, especially in low performing schools (Carlsson-Paige & Lantieri, 2005). Responses from the participants of this study further reveal the limited global education

and international travel opportunities available to minority students in urban areas. In some instances, schools removed social studies courses to allow for standardized test preparation (Carlsson-Paige & Lantieri, 2005). This is not to suggest that standardized tests do not have value, however, it is to suggest that they do not negate the importance of global education exposure at the secondary level. Carlsson-Paige and Lantieri (2005) argued that it was the school's responsibility to prepare today's youth to not only see their neighborhood and community but to see themselves as part of the world. In addition to need for these changes related to educational opportunity, this study implies the need for more programs like the Global Kids program. Not only did many of the students mention that there were few programs like Global Kids but the girls also stated that they would not have been afforded the experiences to travel abroad or be exposed to different leaders, organizations, and careers without the program. They also highly recommended the program and stated that they would encourage other urban girls of color to get involved in the program because of their positive experiences and their perceived future benefits of the program. To reiterate Naomi's words,

It's just like how amazing is it that I went to a different country at 16 years old. I think the majority of people in the 11th grade or probably in this school haven't traveled outside of the United States. I think this is like one of the most memorable things that will probably happen to me in my life. Like I am so glad that I participated in this program.

These shared sentiments of the girls suggest that international exposure can be an extremely positive experience for minority students. The lack of participation of diverse students in study abroad programs implies the need for universities to conduct targeted outreach, research, and fundraising to increase access to these experiences. There should

also be opportunities for these students at the secondary level through university and study abroad partnerships and the development of more external programs such as Global Kids.

With the increased development and support of programs with similar objectives to Global Kids, both schools and external programs should also consider the diversity of students in urban areas. This study suggests that minority students with limited exposure to these experiences will reap positive benefits. Although still positive, the effects may reveal themselves differently in students with immigrant backgrounds. This also suggests that schools and organization should give more consideration to issues of immigrant education and inclusion in schools.

Lastly, as it relates to establishing more programs similar to Global Kids, whether one of the primary objectives is to prevent dropouts or not, program providers should consider this factor and the importance of support. The results of this study, while unexpected, strongly suggest the importance of support to urban girls of color. In addition to support from parents and other family members, findings from this study suggest that it is important for program staff to be consistent in the lives of the students they interact with and assume family-like roles and relationships with the students. This does not imply that staff members should attempt to replace parents or overshadow influences of parents. However, student responses suggest that students can see program staff members and educators as family members who serve as mentors, advisors, and sources of support. This is among one of the most important factors that the girls suggest as a requirement for their academic success. In addition, interaction with successful women

who reflect the backgrounds of the girls may have a positive impact. This implies that programs should be sure that there are opportunities, which allow girls to see themselves in women who share their backgrounds and experiences. Overall, the findings suggest that program staff members and educators are capable of playing a vital role in shaping the educational outlook, including behaviors, attitudes, and views, of urban girls of color and that future programming should consider these factors.

Limitations and Recommendations for Future Research

This study revealed several limitations. Given the short length of this study, it is not possible to make generalizations regarding the effects of these experiences or suggest future impacts on academic outcomes. A longitudinal study, as some referenced during this study, would better support the creation of such claims. In addition, the sample of eight girls does not allow for generalizability. The fact that five of the girls also had international travel experiences, although not education-related, prior to their trip to Haiti, calls the validity of the findings into question. The students' personal accounts of their academic performance also do not allow for the true analysis of each student's level of achievement. Lastly, it was difficult to determine which component of the Global Kids program correlated to each reaction in the student.

Despite these limitations, the findings of this study suggest the need for further research. Future research on the following topics would add necessary information to existing literature and help to capture the long-term effects of programs similar to Global Kids.

1) In the future, researchers should conduct two separate studies or use two subject groups to capture separately the impact of global education instruction and international education travel. This could help to provide more reliable evidence supporting the need for an increase in one or both areas.

2) While researchers such as Kauffman, Martin, Weaver, and Weaver (1992) suggest that studying abroad improved college students' academic performance (p. 139), there is little research on the effects of international education travel programs on secondary students. There is even less research when race, class, and gender are considered. There is a need for more research on these topics, especially on minority males given their high dropout rates. Universities, high schools, and study abroad providers can work together to address this gap in research and reach more students typically underrepresented in study abroad both at the secondary and post-secondary level.

3) There should be more research conducted on the impact of service learning on students' behavior, engagement and academic outcome. Although, Felten and Clayton (2011) argued that service learning had a "small yet significant effect" on secondary students, there is again limited research on this topic as it pertains to secondary students of color (p.77).

4) There should be more research conducted on the relationship between study abroad and student involvement in school and the community following travel. In addition, there is a need for more research on the relationship between study abroad and student attitudes including motivation.

5) Young (2007) stated that there was little evidence suggesting a relationship between study abroad and persistence. The inability of this study to capture long-term effects of international education travel alongside the assertion of Young (2007), suggests the need for further research on the relationship between study abroad, persistence, and school attrition.

6) In addition to research on school attrition and study abroad, findings of this study suggest that general dropout research include effects of bullying and discrimination on students of color. Research should explore the potential impact of these factors on student achievement and school completion.

7) Another aspect that affirms the need for a longitudinal study on this topic is the inability of these findings to show whether students' aspirations of going to college change once they gain more knowledge of cost. Cooper (2009) also called for more aspiration research focusing on the impact of college costs on aspirations particularly of students with limited resources.

8) Given that the parents of the students in this study had no experience with international education travel yet supported their children's desire to participate and travel, another possible research topic can be proposed. Future researchers should consider conducting a study of parents with similar backgrounds to reveal patterns and reasons for their support and imparted value of education despite their own beliefs, experiences, and possible family needs.

9) Lastly, the unanticipated findings of this study regarding immigrant education call for future longitudinal studies on the impact of these programs on students with

immigrant backgrounds. With these studies there should also be studies that account for the diversity of student backgrounds despite common race and/or ethnicity. Students such as Jada in this study suggest the need to explore possible effects within a seemingly homogenous subject group.

Conclusion

There is an ongoing discussion of youth academic achievement and unequal access to quality education and opportunities in the United States. These topics including issues of retention and school dropouts continue to disproportionately focus on minority students from low socioeconomic backgrounds, often minority males in urban areas. Discussions on girls of color tend to focus on pregnancy yet often still assume a more positive tone due to reported male outcomes. Individuals and groups from the federal to local levels continue to propose solutions; however, the issues remain in part because of numerous social factors that interlock and continuously perpetuate the problems. The lack of access to opportunities is often influenced by a host of issues that can be related to race, class, and gender. As the world continues to become increasingly more globally interdependent due to the changing structure of international affairs, a new generation of youth requires global knowledge and preparation. Unfortunately, minority youth's lack of access to the necessary resources is apparent in this area as well. Although large numbers of upper middle class and wealthy students participate in international education travel programs such as study abroad and gain exposure to global education through school and often times their families, minority students often do not share the same experiences. Post-secondary students of color from low socioeconomic backgrounds are

underrepresented in study abroad. There are even fewer secondary students of color sharing these experiences.

The primary aim of this study was to determine whether global education and international education travel could positively impact certain behaviors, attitudes, and views of urban girls of color to later impact their academic outcome including school completion and persistence. The patterns revealed in this study suggest that urban girls of color may experience increased engagement, improved perceptions of their skills and abilities/self-efficacy, new perceptions of the world, the potential impact of the experience, and the value of education. Despite the limitations of this study, the findings do suggest that urban girls of color will reap positive benefits from global education and international education travel. In the end, this study makes a significant contribution to existing study abroad research. The findings of this study provide new knowledge about urban high school students of color and their experiences studying abroad. This study suggests that many of the same benefits experienced by college students may be replicated in high school students and further suggests a useful intervention for urban minority high school students. The findings also reflect the role of socioeconomic status and race in shaping study abroad experiences.

Implications from this study speak to the need for diligent and sometimes joint efforts of secondary schools, universities, study abroad providers, researchers, policy makers, and government officials. This study suggests the need for more global education instruction at the secondary level. Perhaps, partnerships between secondary schools, post-secondary institutions, and study abroad providers can also explore opportunities for

students traditionally underrepresented in study abroad. Results from this study overwhelmingly support the development and implementation of programs such as Global Kids. They suggest that the education, travel, staff, and overall structure of such programs are instrumental in positively shaping behaviors, attitudes, and views that can potentially support positive academic futures versus school dropouts. This research calls for future research to track the long-term effects of these programs and suggest that in essence, these programs may serve as interventions.

If everyone makes a concerted effort to improve in these areas, perhaps the experiences of minority youth will begin to include access, opportunity, and participation on all academic levels. Ultimately, the future discussion of U.S. educational advancement, including topics of global education and study abroad, should reflect the inclusion of urban girls of color in addition to other diverse groups that are often misunderstood or overlooked.

APPENDIX A

DROPOUT INFLUENCES FOR URBAN GIRLS OF COLOR

Table 5. Student Perspectives: Dropout Influences for Urban Girls of Color

Money/Financial hardship
Bullying
Peers/Wrong Crowd
Family/Unstable Household
Pregnancy/Child
Dislike/Don't care about school
Transportation
Low self esteem
Racial discrimination
U.S. schools more difficult than schools in country of origin
Drugs/"The streets"
Unsafe environment/neighborhood

APPENDIX B

GLOBAL KIDS WASHINGTON D.C. PROGRAM COMPONENTS

Table 6. Global Kids Global Education Instruction (Summer 2012)

Global Gateways D.C. Summer Institute
Instruction/Workshop topics:
<ul style="list-style-type: none"> • US Foreign Policy Making 101 • What are U.S. National Interests? • Universal Declaration on Human Rights • Role of the U.S. State Department • Nuclear Proliferation: Case Study of Iran • Media Literacy and Corporate Media • Understanding the United Nations: Case Study of Crisis in Syria • International Markets and Global Economic Interdependence • Capitalism Today: Race to the Bottom • Challenges of Development and the Millennium Development Goals • Food Security and Sustainable Farming • Microcredit: Using Kiva Micro lending Project • Understanding the Role of NGOs • Post Disaster Reconstruction- Figuring Out Priorities • Understanding the Legislative Branch's Role in Foreign Policy • Responsibility to Protect: Case Study of Rwandan Genocide
For Students Traveling to Haiti:
<ul style="list-style-type: none"> • Haiti History: First Revolution in the Hemisphere to Present Day • Impact of the 2010 Earthquake on Development • Intercultural Communication • Introductory Creole • How to Communicate Your Story- Journaling During Travelling • Internal Experts (on the following issues): Water, Security, Employment, Education

Information from Global Kids Washington, D.C. Report on Activities (Summer 2012)

Table 7. Global Kids Field Trips and Speaking Engagements (Summer 2012)

Global Gateways D.C. Summer Institute
Field trips and Speaking Engagements:
<ul style="list-style-type: none"> • Thomas Pickering, Former Ambassador • International Spy Museum • USAID Career Day: <ul style="list-style-type: none"> ○ discussion with Paul Weisenfeld, Assistant to the Administrator for the Bureau of Food Security, ○ tour of Operations Center, ○ panel of USAID professionals, ○ arranged by Ashley Quarcoo, Deputy Africa Coordinator • World Bank, Speakers' Bureau • Ian Solomon, US Executive Director, World Bank • Jay Sun, Community Activist • National Geographic Museum • Elyn Walker, WASH Advocate, WASH in Schools Director • Elliott Abrams, Council on Foreign Relations • Capitol Hill Tour <ul style="list-style-type: none"> ○ Visit to Representative James Clyburn's Office, arranged by Tamika Day, Special Assistant to the Assistant Leader • US State Department Career Day: <ul style="list-style-type: none"> ○ discussion with Cheryl Mills, Chief of Staff to Secretary of State Clinton, ○ discussion with Fabiola Rodriguez-Ciampioli, Deputy Assistant Secretary for Public Diplomacy in the Bureau of Western Hemisphere Affairs ○ a tour of the Operations Center ○ panel discussion of foreign and civil service officers ○ arranged by Kimberly McClure • United States Holocaust Memorial Museum: <ul style="list-style-type: none"> ○ guest speaker, Jamel Bettaieb, Arab Spring Activist from Tunisia ○ and special guided tour from youth ambassadors • Jay Newton-Small, TIME Magazine • Newseum • Smithsonian Folk Art Festival • KPMG Career Day: <ul style="list-style-type: none"> ○ guest speakers on forensic audits and the general fields of accounting and finance; guest speakers on Haiti ○ arranged by Pamela Parizek, Forensic Partner • Catalina Nieto, Community Organizer and Freelance Interpreter • Global Giving • Voices of Haiti Event, Corcoran Gallery of Art

Information from Global Kids Washington, D.C. Report on Activities (Summer 2012)

Table 8. Global Kids Student Experiences in Haiti (Summer 2012)

Global Kids Service Learning International Trip
<ul style="list-style-type: none"> • Two weeks in Jacmel, Haiti • Collaboration with Ciné Institute, a non-profit filmmaking provider • Participation in workshops, filmmaking tutorials, field shoots, interviews, and editing • Completion of issue-based segments on employment, water, security, and education • Collaboration with World Water Relief to help with construction of hand washing stations • Visit to new Partners in Health hospital in Caprofors • Collaboration with FILSECCAM, local education foundation • Interaction with local high school students and teachers • Excursions on Haitian history, culture, and commerce • Hands-on tree planting project

Information from Global Kids Washington, D.C. Report on Activities (Summer 2012)

APPENDIX C

BACKGROUND INFORMATION SURVEY (GROUP 1)

Background Information Survey for New Student Travelers

1. What is your ethnic background? (i.e. African American, Mexican American, Haitian etc.) Please be as specific as possible. _____
2. How do you self-identify? (any characteristics other than ethnic background)

3. Where do you live? Describe your neighborhood.

4. What is your parent's highest level of education?

Mother	Father	
<input type="checkbox"/>	<input type="checkbox"/>	Did not complete high school
<input type="checkbox"/>	<input type="checkbox"/>	High School diploma
<input type="checkbox"/>	<input type="checkbox"/>	Some college
<input type="checkbox"/>	<input type="checkbox"/>	Bachelor's Degree (4 years)
<input type="checkbox"/>	<input type="checkbox"/>	Master's Degree
<input type="checkbox"/>	<input type="checkbox"/>	Doctorate/Professional Degree (i.e. law, medical)
<input type="checkbox"/>	<input type="checkbox"/>	Unknown
5. Has your parent studied or traveled abroad?
☐Yes ☐No
6. What schools have you attended? Describe the type of schools (i.e. urban, public, private, charter, racially mixed). For each school, what city was it in and what years did you attend there?

7. How have your grades been over the years? (i.e. grades)
☐Poor ☐Fair ☐Good ☐Very Good ☐Excellent
8. When is your expected date of high school graduation? _____

9. How many times have you traveled outside of the United States?

☐0 ☐1 ☐2 ☐3 ☐4 or more

If you answered 0, skip to #12.

10. List countries you've traveled to.

11. If you've traveled outside of the United States, what was the reason?

☐Personal (family vacation, pleasure etc.) ☐Academic (school related)
☐Lived there

12. How long have you been a part of the Global kids program?

13. How long have you been learning about global education through Global Kids or any other program/classes? ☐ less than 1 year ☐1 year ☐2 year
☐3 or more years

APPENDIX D

PRE AND POST-TRAVEL INTERVIEW PROTOCOL (GROUP 1)

Student Interview Protocol: Pre and Post-Travel

Research Questions:

1. How do experiences in global education and international education travel shape the educational outlook of urban high school girls of color?
2. What do urban high school girls of color learn in global education and international education travel programs, and to what extent do their learning experiences result in transformative learning?
 - a. What role do program leaders play in impacting academic outcomes of urban high school girls of color?

Sampling Criteria:

1. female of color
2. urban high school student
3. has received instruction in global education and will have her first international education travel experience this year

Interview Protocol:

Pre-travel questions

1. What led you to get involved with Global Kids? (How did you find out about it?)
2. In your own words, what is the purpose of the Global Kids program?
3. When did you start learning about global education and what have you learned?
4. What led you to you to apply for the international trip this summer?
5. Would you have the opportunity to travel abroad without Global Kids?
6. What are your expectations for the trip?
7. In your opinion, what contributes to the positive academic future of an urban girl of color?
 - a. What might lead her to drop out of school? (challenges)
8. Do these factors differ for an urban female of color versus someone who is not a female of color living in a city? If so, how?

9. In your opinion, what are the 3 most important things to ensure a positive academic outcome (persistence and school completion)? (Provide note cards with the options)
- Being engaged in school
 - Not participating in risky behavior (i.e. drinking, smoking, pregnancy)
 - Having positive goals
 - Being motivated
 - Valuing education
 - Having a positive view of your self
 - Having a critical and broad view of the world
 - Being informed and active in global affairs
10. Are there any things that you would add to the list? Explain your choices.
11. What would you have to achieve in order to be successful?
12. What are your educational goals/aspirations and what has influenced them?
13. What motivates you in school and in life?
14. How do you view the world?
15. What is your view on social action/civic engagement?
16. What have you done with Global Kids program leaders so far (including those traveling with you this summer)?
- What have you learned from them?
17. Is there anything else you would like to tell me?

Post-travel questions

Confirm travel details from general information form (location and duration).

(How long have you been back?, Where did you stay?, interaction with locals, typical day during your trip)

- What was your most memorable experience during the trip?
- Did the experience meet your expectations?
- Were the global education classes you took before your trip helpful?
- Did you participate in classes/seminars during the trip? If so, what did you think about the classes and what did you learn?

5. Besides the material in your classes, did you learn anything else during your trip?
6. What has been the biggest academic change and the biggest personal change you recognize in yourself?
7. In the first interview, you said that _____ were the most important things to ensure a positive academic outcome. Has your opinion changed? (show cards again)

Option: Use cards to ask these questions regarding how these components have changed in the students.

8. Did the trip impact your educational goals and aspirations? If so, how?
9. Has your view of the value of education changed? If so, how?
10. What has your motivation for school and life been like since you've returned? Similar to or different from before you went?
11. Have you seen any changes in your level of engagement at school?
12. Has the likelihood of you participating in risky behavior increased, decreased, or stayed the same? Why?
13. How do you see yourself and your abilities? Has this changed? If so, how?
14. Did your experience impact your worldview? If, so, how?
15. Has this experience increased your desire to be involved in social action/civic engagement?
16. Do you think this experience will impact your academic outcome in the long run? If so, how?

Conclusion

17. What role did the Global Kids program leaders play during the trip?
18. If you knew then what you know now and could call yourself before the trip, what would you tell yourself about how the experience would affect you?

19. How would you express the importance of global education and international education travel to another urban female of color?
20. If you could describe your experience in three words, what would they be?
21. Is there anything else you would like to tell me?

APPENDIX E
STAFF INTERVIEW PROTOCOL (GROUP 2)

Staff Interview Protocol

Research Questions:

1. How do experiences in global education and international education travel shape the educational outlook of urban high school girls of color?
2. What do urban high school girls of color learn in global education and international education travel programs, and to what extent do their learning experiences result in transformative learning?
 - a. What role do program leaders play in impacting academic outcomes of urban high school girls of color?

Sampling Criteria:

1. Global Kids staff member
2. Has interacted and/or traveled with urban high school girls of color who I will interview or survey, have received instruction in global education, and had an international education travel experience or will participate in international education travel for the first time this year

Interview Protocol:

1. How long have you been a staff member with Global Kids and what is your role?
2. What led you choose to work for this organization in your current role?
3. My understanding is that Global Kids' goals are (I will state goals from card)_____ How does that play out day to day?
4. How does Global Kids recruit students? (ask one staff member)
5. How does Global Kids select students to participate in international education travel? (ask one staff member)
6. Why do you think there are there more girls in the program? Is there a difference between girls' and boys' interest in the program?
7. Could you please describe your interaction with the students? (Inside and outside of the program, if applicable.)

8. What sort of support do you think your students need? What makes that support so important?
9. What have you seen students learn from the global education instruction embedded in the Global Kids program?
10. What have you seen students learn from international education travel experiences?
11. What was your most memorable experience with the students while abroad and why?
12. Since the trip, have you seen changes in the girls in the following areas?
 - a. Behaviors (engagement, participation in risky behavior)
 - b. Attitudes (goals, motivation, values)
 - c. Views (self and world) (social action/civic engagement)
 - d. Any other changes?
13. In one sentence, how would you express the importance of global education and international education travel for urban girls of color?
14. Is there anything else you would like to tell me?

APPENDIX F
STUDENT CONSENT FORM (GROUP 1)

STUDENT CONSENT TO PARTICIPATE IN RESEARCH

Introduction:

Dear Global Kid,

Please accept this request to participate in a research study by Tiffini Andorful, a doctoral student at Loyola University Chicago. You are being asked to participate because you are an urban high school girl of color who has received instruction in global education and will be participating in international education travel this summer for the first time as a high school student. Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to ask urban girls of color about their experiences with international education travel and global education. The researcher will ask students questions about personal backgrounds and expectations of travel. The researcher will also ask questions about behaviors, attitudes, and views before and after travel as well as questions about how the experiences have impacted their academic outcomes. In addition, the researcher will interview staff to gain an understanding of program goals and the role the program plays in student learning and academic outcomes. The results will show the possible effects of programs such as the Global Kids program on urban girls of color who typically do not have such opportunities.

Procedures:

If you agree to be in the study, you agree to:

- Complete a background information survey that will take approximately five minutes to complete.
- Participate in two interviews about your experiences as an urban girl of color with exposure to international educational travel and global education. The first interview will take place before travel and the second interview will take place after travel. Each interview will take approximately thirty minutes to complete.
- Answer questions about how international educational travel and global education impacted your behaviors, attitudes, views, and academic outcome.
- Be audio recorded for the researcher to review the interviews and complete a partial transcription. By completing a partial transcription, the researcher will type any important parts of the dialogue from the interviews.
- Allow the researcher to read and analyze the journal entries and assignments you complete before, during, and after travel.

Risks/Benefits:

Students participating in this study may experience some discomfort in discussing their backgrounds and barriers they have or currently face as urban girls of color. Also, subjects may become overwhelmed with joy when discussing their international education travel experiences.

The benefit for subjects participating in this study is the students' interviews providing the researcher information to examine how their experiences may encourage the creation of similar programs for urban girls of color at the high school level.

Confidentiality:

Students interviewed will be protected by the researcher during the interview (e.g. jottings—notes take during the interview), and afterwards (e.g. field notes—notes taken following the interview that provide immediate reflections of the interview; subjects will be given pseudonyms—fake names to keep the subjects' identities unknown, etc.). Background surveys, audio recordings, interview notes, interview transcripts, and journal entries/assignments will be kept confidential. Only the researcher will have access to these items. They will be stored in her personal office and erased/discarded once research is complete.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research project or interview, feel free to contact the researcher, Tiffini Andorful, by email at teason@luc.edu. You may also contact the faculty sponsor, Dr. Noah Sobe, by email at nsobe@luc.edu.

If you have questions about your rights as a research participant, you may contact Loyola's Office of Research Services at (773) 508-2689.

Statement of Consent:

Please check the boxes below to show your agreement to participate in each procedure. Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. Please return this signed form to the researcher, Tiffini Andorful, in person or by mail. You will receive a copy of this form to keep for your records. Thank you for your consideration.

- ☐ Complete a background information survey that will take approximately five minutes to complete.
- ☐ Participate in two audio recorded interviews (one before travel and one after travel) that will take approximately thirty minutes each to complete.
- ☐ Allow the researcher to read and analyze journal entries and assignments you complete before, during, and after travel.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX G

PARENT CONSENT FORM (GROUP 1)

**PARENT CONSENT TO PARTICIPATE IN RESEARCH
(STUDENT UNDER AGE 18)**

Introduction:

Dear Global Kids Parent/Guardian,

Please accept this request for your child's participation in a research study by Tiffini Andorful, a doctoral student at Loyola University Chicago. Your consent is being sought on behalf of your student. Your child is being asked to participate because she is an urban high school girl of color who has received instruction in global education and will be participating in international education travel this summer for the first time as a high school student. Please read this form carefully and ask any questions you may have before deciding whether your child should participate in the study.

Purpose:

The purpose of this study is to ask urban girls of color about their experiences with international education travel and global education. The researcher will ask students questions about personal backgrounds and expectations of travel. The researcher will also ask questions about behaviors, attitudes, and views before and after travel as well as questions about how the experiences have impacted their academic outcomes. In addition, the researcher will interview staff to gain an understanding of program goals and the role the program plays in student learning and academic outcomes. The results will show the possible effects of programs such as the Global Kids program on urban girls of color who typically do not have such opportunities.

Procedures:

If you agree to allow your child to participate in this study, you agree that your child will:

- Complete a background information survey that will take approximately five minutes to complete.
- Participate in two interviews about your experiences as an urban girl of color with exposure to international educational travel and global education. The first interview will take place before travel and the second interview will take place after travel. Each interview will take approximately thirty minutes to complete.
- Answer questions about how international educational travel and global education impacted their behaviors, attitudes, views, and academic outcome.
- Be audio recorded for the researcher to review the interviews and complete a partial transcription. By completing a partial transcription, the researcher will type any important parts of the dialogue from the interviews.
- Allow the researcher to read and analyze journal entries and assignments you complete before, during, and after travel.

Risks/Benefits:

Students participating in this study may experience some discomfort in discussing their backgrounds and barriers they have or currently face as urban girls of color. Also,

subjects may become overwhelmed with joy when discussing their international education travel experiences.

The benefit for subjects participating in this study is the students' interviews providing the researcher information to examine how their experiences may encourage the creation of similar programs for urban girls of color at the high school level.

Confidentiality:

Students interviewed will be protected by the researcher during the interview (e.g. jottings—notes take during the interview), and afterwards (e.g. field notes—notes taken following the interview that provide immediate reflections of the interview; subjects will be given pseudonyms—fake names to keep the subjects' identities unknown, etc.). Background surveys, audio recordings, interview notes, interview transcripts, and journal entries/assignments will be kept confidential. Only the researcher will have access to these items. They will be stored in her personal office and discarded once research is complete.

Voluntary Participation:

Participation in this study is voluntary. If your child does not want to be in this study, she does not have to participate. Even if she decides to participate, she is free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research project or interview, feel free to contact the researcher, Tiffini Andorful, by email at teason@luc.edu. You may also contact the faculty sponsor, Dr. Noah Sobe, by email at nsobe@luc.edu.

If you have questions about your child's rights as a research participant, you may contact Loyola's Office of Research Services at (773) 508-2689.

Statement of Consent:

Please check the boxes below to show your agreement to allow your child to participate in each procedure. Your signature below indicates that you are providing consent on behalf of your child, have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. Please return this signed form to the researcher, Tiffini Andorful, in person or by mail. You will receive a copy of this form to keep for your records. Thank you for your consideration.

- ☐ Complete a background information survey that will take approximately five minutes to complete.
- ☐ Participate in two audio recorded interviews (one before travel and one after travel) that will take approximately thirty minutes each to complete.
- ☐ Allow the researcher to read and analyze journal entries and assignments you complete before, during, and after travel.

<hr/> Guardian's Signature	<hr/> Date
<hr/> Researcher's Signature	<hr/> Date

APPENDIX H
STAFF CONSENT FORM (GROUP 2)

ADULT/STAFF CONSENT TO PARTICIPATE IN RESEARCH

Introduction:

Dear Global Kids Staff Member,

Please accept this request to participate in a research study by Tiffini Andorful, a doctoral student at Loyola University Chicago. You are being asked to participate because you are an adult staff member of a global education program. You have interacted with urban high school girls of color who have received global education instruction and have or will have an international education travel experience. Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to ask urban girls of color about their experiences with international education travel and global education. The researcher will ask students questions about personal backgrounds and expectations of travel. The researcher will also ask questions about behaviors, attitudes, and views before and after travel as well as questions about how the experiences have impacted their academic outcomes. In addition, the researcher will interview staff to gain an understanding of program goals and the role the program plays in student learning and academic outcomes. The results will show the possible effects of programs such as the Global Kids program on urban girls of color who typically do not have such opportunities.

Procedures:

If you agree to be in the study, you agree to:

- Be interviewed about your experiences as an adult staff member who has had interactions with urban girls of color with exposure to international educational travel and global education. The interview will take approximately thirty minutes to complete.
- Be audio recorded for the researcher to review the interviews and complete a partial transcription. By completing a partial transcription, the researcher will type any important parts of the dialogue from the interviews.

Risks/Benefits:

The benefit for staff participating in this study is the staff members' interviews providing the researcher information to examine how positive academic outcomes may encourage the creation of similar programs for urban girls of color at the high school level.

Confidentiality:

Staff interviewed will be protected by the researcher during the interview (e.g. jottings—notes taken during the interview), and afterwards (e.g. field notes—notes taken following the interview that provide immediate reflections of the interview; subjects will be given pseudonyms—fake names to keep the subjects' identities unknown, etc.). Interview notes and audio recordings will be kept confidential. Only the researcher will have access to these items. They will be stored in her personal office and discarded/erased when research is complete.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research project or interview, feel free to contact the researcher, Tiffini Andorful, by email at teason@luc.edu. You may also contact the faculty sponsor, Dr. Noah Sobe, by email at nsobe@luc.edu.

If you have questions about your rights as a research participant, you may contact Loyola's Office of Research Services at (773) 508-2689.

Statement of Consent:

Please check the box below to show your agreement to participate in the procedure. Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. Please return this signed form to the researcher, Tiffini Andorful, in person or by mail. You will receive a copy of this form to keep for your records.

☐ Participate in an audio recorded interview that will take approximately thirty minutes to complete.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX I

GLOBAL KIDS SCRIPTS FOR STUDENTS AND PARENTS

Script: Group 1 (What Global Kids will say to students)

I would like to tell you about a study that is being conducted by a graduate student, Tiffini Andorful. She attends Loyola University Chicago. The purpose of her study is to ask urban girls of color about their experiences with international education travel and global education. She hopes to show the possible effects of programs, such as Global Kids, that give urban youth the opportunity to study and travel overseas.

She had the opportunity to travel overseas at a young age unlike a lot of her friends and she believes that it had a huge impact on her life and academic future. This study is very important because it will shed light on programs like Global Kids and will also allow people to hear the voices of young girls of color who had unique overseas experiences and exposure to global education.

Tiffini will be distributing background surveys and conducting interviews with Global Kids in D.C., before you travel this summer and after you return. The background survey will take approximately 15 minutes to complete and each interview will take approximately 1 hour. If you agree to participate in the study, you and your parent (if you are under the age of 18) will receive separate consent forms that you will be asked to sign before you participate. Tiffini will schedule each of your interviews through email.

Script: Group 1(What Global Kids will say to parents)

I would like to tell you about a study that is being conducted by a graduate student, Tiffini Andorful. She attends Loyola University Chicago. The purpose of her study is to ask urban girls of color about their experiences with international education travel and global education. She hopes to show the possible effects of programs, such as Global Kids, that give urban youth the opportunity to study and travel overseas.

She had the opportunity to travel overseas at a young age unlike a lot of her friends and she believes that it had a huge impact on her life and academic future. This study is very important because it will shed light on programs like Global Kids and will also allow people to hear the voices of young girls of color who had unique overseas experiences and exposure to global education.

Tiffini will be distributing background surveys and conducting interviews with Global Kids in D.C., before your daughter travels this summer and after she returns. The background survey will take approximately 15 minutes to complete and each interview will take approximately 1 hour. If you agree to allow your child to participate in the study, both you and your daughter (if your child is under the age of 18) will receive separate consent forms that you will be asked to sign before she participates. Tiffini will schedule each of the interviews through email.

APPENDIX J

STUDENT AND STAFF RECRUITMENT EMAILS

Student recruitment email: Group 1

Dear Global Kid,

My name is Tiffini Andorful and I am a graduate student at Loyola University of Chicago. As you know, I am conducting a study to ask urban girls of color about their experiences with international education travel and global education. I hope to show the possible effects of programs, such as Global Kids, that give urban youth the opportunity to study and travel overseas. As a student who will be traveling this summer and has been learning about global education, I would love to survey and interview you to learn more about you and your experiences.

To tell you a little bit about me: I am an only child, originally from the Washington, D.C. area. I am product of public schools and later went on to attend Spelman College, a historically black college/university in Atlanta, Georgia. I then taught high school social studies at a public high school in Washington, D.C. and later got my Master's degree in Education from American University in D.C. as well. I say all of this to give you an idea of my history of education. However, it is more important that you know my commitment and passion for education, urban youth, and girls' access to opportunity.

I had the opportunity to travel overseas at a young age unlike my mother and a lot of my friends and I believe that it had a huge impact on my life and academic future. This study is very important because it will shed light on programs like Global Kids and will also allow people to hear the voices of young girls of color who are doing amazing things and had unique overseas experiences and exposure to global education.

If you would like to participate in this study, Global Kids staff will give you consent forms to be completed by you and your parent if you are under the age of 18. I will then be there to collect them in person and we can schedule interview dates for before and after you travel. Each interview will take approximately 1 hour and you will also receive brief background information survey that will take approximately 15 minutes to complete.

Thank you in advance for your time and consideration and I hope that you agree to participate in this important study.

Sincerely,
Tiffini Andorful

Staff recruitment email: Group 2

Dear Global Kids staff member,

My name is Tiffini Andorful and I am a graduate student at Loyola University of Chicago. As you know, I am conducting a study to ask urban girls of color about their experiences with international education travel and global education. I hope to show the possible effects of programs, such as Global Kids, that give urban youth the opportunity to study and travel overseas. As a staff member who will have interacted with the girls and will have the opportunity to travel with them, I would love to interview you to learn more about the program, your role, and your perspective on the impact global education and travel has on student academic outcomes.

To tell you a little bit about me: I am an only child, originally from the Washington, D.C. area. I am product of public schools and later went on to attend Spelman College, a historically black college/university in Atlanta, Georgia. I then taught high school social studies at a public high school in Washington, D.C. and later got my Master's degree in Education from American University in D.C. as well. I say all of this to give you an idea of my history of education. However, it is more important that you know my commitment and passion for education, urban youth, and girls' access to opportunity.

I had the opportunity to travel overseas at a young age unlike my mother and a lot of my friends and I believe that it had a huge impact on my life and academic future. This study is very important because it will shed light on programs like Global Kids and will also allow people to hear the voices of young girls of color who are doing amazing things and had unique overseas experiences and exposure to global education.

If you would like to participate in this study, Global Kids staff will give you a consent form to sign. I will then be there to collect it in person and we can schedule interview dates during the summer. The interview will take approximately 1 hour.

Thank you in advance for your time and consideration and I hope that you agree to participate in this important study.

Sincerely,
Tiffini Andorful

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VITA

Tiffini Andorful was born in Washington, D.C. Primarily raised in the D.C. metropolitan area; Tiffini received a public school education. Prior to attending Loyola University Chicago, she majored in Sociology and minored in International Studies at Spelman College, where she graduated magna cum laude with a Bachelor of Arts in 2006. She also attended American University, where she received a Master of Arts in Teaching with a concentration in secondary education.

With an interest in urban education and issues of equality and access, Tiffini has served in various roles within urban education, philanthropy, education policy, and community organizing. While at Loyola, she selected comparative and international education as her concentration within the Cultural and Educational Policy Studies (CEPS) program. Tiffini centered her research on issues of gender and racial inequality in education worldwide. She also served as the Second Vice President of the Comparative and International Education Society Graduate School Association (CIEGSA).

Currently, Tiffini works to develop diversity strategy, playing an instrumental role in the development of the first diversity initiative of Loyola University Chicago's Office for International Programs. Through her research and career, she plans to continue in the efforts to increase opportunity and participation of diverse students traditionally underrepresented.